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ABSTRACT

The study involving six Philadelphia schools was designed to validate the Circle Test of Honesty as a prescreening technique for identifying candidates for placement in emotionally disturbed (ED) classes. A search of the literature revealed a lack of research correlating moral judgment with identification of disturbed children or with rate of school progress but did turn up literature on the following related areas: emotional growth and intervention techniques, school skills and acceleration of progress rates, teacher identification of children with general need for special placement, occupations and how children can be helped in occupational choice based on their socioeconomics or self concept, morality education and identification, and delinquency. To prove that honesty as measured by the Circle Test can be a major determinant in whether or not a child needs special class placement, children who were considered by their teachers not to be ED were given the honesty test and compared to those who were suspected of being ED by their teacher or a psychologist. Findings included that children who have emotional problems that are severe enough to need psychological examination lack the moral judgment that the average child possesses; that children who are placed in self contained ED classes improve in school skills over those who are referred by teachers but not placed by a psychologist; and that levels of aspiration as measured by vocational choice do not appear to influence the rate of progress in school skills. Appendixes, which make up half the document, include a sample copy of the test battery, statistical tables, a sample permission letter to parents, a report on diagnosis and treatment of ED children, definitions, a critique of the test battery, and a chi square table and proof. (SBH)

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THE DEVELOPMENT OF A TECHNIQUE TO PRESCREEN CANDIDATES FOR FURTHER TESTING FOR CLASSES FOR EMOTIONALLY DISTURBED CHILDREN

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by

Marvin Edward Feigenberg

Committee:

Michael H. Kean, Ph. D.
Dissertation Advisor

Diane D. Kornse, Ed. D.

John T. Gunning, Ed. D.

Epp A Miller, Ph. D.

David M. Delo, Ph. D.

John W. French, Ph. D.

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Abstract

The use of self-contained classrooms for emotionally disturbed (E.D.) children has been proven to be successful for those youngsters who were properly identified to need this type of service. Whereas there are several sub-types of children who need E.D. classes, most children who need a self-contained classroom can be pre-screened for more in-depth testing by a simple test that requires little time to administer and that proved to be accurate seventy-two percent of the time. Significantly more children who had been in E.D. class as compared to children in the general population tested as "dishonest."

The measuring device is called the Circle Test. The child is given a piece of paper with six circles whose diameter measures one-half inch drawn on it. The circles are randomly placed on the paper and the paper is photostated so that each child will have the same pattern. The child is told to close his eyes and place an "X" in each circle, making only one attempt. The investigator leaves the room so that the child is not supervised. The task is impossible to do by chance. It can be successfully done only if a child cheats. Thus the task is used to indicate honesty. Any child marking five or six circles correctly is considered to have scored as "dishonest" on this test. Those children who had been tested and recommended for E.D. class but were not placed, usually because someone else was more handicapped and therefore was given the available "slot," had a "dishonesty" rate of sixty-one percent, compared to the E.D. children who scored seventy-two percent, and the children in regular grade who scored twenty-three percent "dishonest." There were 122 children in the experimental group, and 134 children in the control group.

Children who are in a regular grade are expected to progress at the

rate of 1.0 grade levels a year. The children in this study who had been in E.D. class progressed at the rate of .89 in reading, .75 in spelling, and .68 in arithmetic. Their rate of progress, as measured by standardized tests was greater than those who were tested and not placed in an E.D. class. This is important since many of the children who were not placed were considered to be less disturbed than the children who were placed. Every child had been referred for testing because someone, usually a teacher, counselor, or principal believed they needed to be placed in an E.D. class. The psychologist made the initial determination of the severity of the E.D. problem.

There were comparisons made based on race and sex. There was no significant difference seen in the rate of progress in reading between white and black students, but black students did improve more than white students in spelling and arithmetic. Girls improved in all areas over the boys. Younger children improved more than older children in spelling and arithmetic and the older children improved more in reading.

All groups who had been in the experimental group demonstrated dishonesty according to the test. Black and female students showed less honesty than white and male students. There was no attempt to see if this pattern was also seen in the control group. Those who scored the highest number of circles completed, improved the most in school skills, indicating that these children profited from placement in an E.D. class.

The average I.Q. approximated ninety. The rate of progress in reading was about the same for children whose I.Q.'s were above ninety as were the children whose I.Q.'s were below ninety. The children with higher I.Q.'s improved most in spelling and arithmetic.

Both teachers and psychologists rated children who had been tested and found that both the children who had experienced E.D. class and those who had not, improved emotionally.

Sixty-four percent of all of the children who had been in E.D. class and sixty-six percent of the non-E.D.'s improved emotionally, while two percent of each group deteriorated. The rest remained the same. The child who improved the most was the child who had been labeled in need of short term placement in an E.D. classroom.

The average child in the study was rated to exhibit annoying type behavior, but not to need E.D. placement, according to both teachers and psychologists.

When an attempt to see if there was a relationship between the type of vocational choice a child made and his rate of progress, it was found that those children who had not made a choice, improved the most in their school skills.

Eye-hand dominance was also explored and we find that the child who had the dominant left eye and right hand improved the most in reading, spelling, and arithmetic. Earlier studies indicate that mixed eye-hand dominance interferes with the learning process.

The type of home situation was compared and the results show that the children coming from a group home did better than children coming from a complete home situation in reading and spelling progress, but the children who came from a home situation where the father was absent had made the most progress in arithmetic.

Recommendations:

It is hoped that a longitudinal study would follow all of the youngsters who were given the Circle Test in order to see if placement in an E.D. classroom will influence long term change in rate of progress in school skills as well as changes in behavioral patterns. The Circle Test is a valuable predictor of possible emotional disturbance.

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Chapter I

INTRODUCTION

In 1905, the first truly scientific method of labeling children was made by Alfred Binet for the School District of Paris, France. Binet had been commissioned to separate the so called normal children from the retarded, and then to set up classes for the retarded.

For many years special education continued to be a service solely for the retarded. Children with physical handicaps such as the blind, deaf, and orthopedically handicapped however were added to the growing list of those who needed a smaller group setting than was offered in a regular grade.

About fifteen years ago, classes for emotionally disturbed (E.D.) children were started in the Philadelphia Public Schools, as well as in many communities throughout the country. To be sure, there have always been emotionally disturbed children and many of them have attended schools in the past. Many were in regular grade. They faced failure constantly and many had resorted to acting out type behavior since they were not successful in their school. If parents were financially able, they could send their child to a military school or to a private school where there were smaller classes and closer supervision. But this was the first time that classes were organized at the taxpayer's expense for children who were recognized to have emotional problems and were not just bad or "dumb kids".

Some problems that were included in the study explore whether aspects of honesty can be used to reflect a youngster's emotional well being, whether we can predict success of candidates for E.D. classes, whether psychologists can predict success in an E.D. class more accurately than teachers, and whether or not honesty can be predicted.

The choice of what tests constitute a proper evaluation is left up to the ethical standards and professional judgment of the psychologist. He may choose from a wide range of materials that are available. The usual battery of tests consists of a test of general intelligence, tests of school skills in reading, spelling, and arithmetic, projective personality tests, and some type of screening for perceptual and motor problems.

This type of testing is quite thorough and consequently quite expensive, both in terms of time and money. The cost of a psychological examination averages $100.00. This could be justifiable, if all or almost all the candidates who were tested were placed in a special class. There are many youngsters who are referred whose problems are not severe enough to need special class placement. If a simple device were available that would require little time to administer, it would enable the psychologist to spend his time working with youngsters who are more in need of his services.

As a result of the investigator's search through the literature, he believes that he has found such a technique. Since it is so simple to administer and interpret, it could be widely used. The technique is discussed in the book Studies In Deceit, and is described in great detail on page 70 of this thesis. The reason this test was chosed to be used is that it was the classic instrument of its time and has not been replaced after so many years (Hartshorne and May, 1923). (See figure 2.)

Literature as late as the early 1970's quoted this study as the best available study to date. The investigator was unable to find any negative comments in the literature that would make the study either inappropriate or obsolete.

Statement of the Problem

This study attempts to use the Circle Test of Honesty (Hartshorne and May, 1928) as a pre-screening device for selecting children to be considered for E.D. classes. Children who are in an E.D. class and children who had been in E.D. classes were compared to children who had never had this experience but who were referred as needing this service. The techniques that are presently used to identify E.D. candidates were compared to the test of honesty in order to evaluate the statistical validity of the honesty test.

The problem of whether or not the Circle Test of Honesty can be used as a pre-screening technique was explored in depth. It is believed that the Circle Test is a better technique than those in use, since it is easier to use and is less time consuming.

Purpose of The Study

The purpose of this study is to validate a use for a quick and simple test that could determine the most suitable candidates for placement in the Emotionally Disturbed (hereafter referred to as E.D.) classes. Since state and federal laws define what testing and evaluations are needed for placement in special class programs, this screening would serve to identify prospective candidates so that only those who would profit from this type of placement would be considered and given further testing. An I.Q. test, tests of school skills, and an interview are given.

The investigator would attempt also to follow up on youngsters who have already been tested in order to compare those who have been successful in their school experience in a classroom for emotionally disturbed children, with those who have been diagnosed as having emotional problems but for some reason, either lack of adequate facilities, or parental neglect or indifference, have not sought help. Specifically children in E.D. classes or those who have had an experience in the E.D. class will be compared with children who were diagnosed to need some help and did not get placed in an E.D. class. They will be measured in growth in school skills and in social growth.

Need and Significance

In the search of the literature, a technique was discovered that had been used over fifty years ago by L.M. Terman as well as other less notable people. There had been a series of investigations that concentrated on honesty and its relationship with delinquency. The various studies tried to equate delinquency with racial and ethnic groups, with intelligence, and with honesty. Most of the studies proved inconclusive because too many factors were being evaluated simultaneously. The tests were quite elaborate and it was almost impossible for anyone who was not cheating to pass any of the items. The technique that the investigator intends to use will be a modification of this technique, but will be simplified so that all children will not feel totally frustrated. It is called the Circle Test of Honesty. The test will also take considerably less time than the previously used tests. This will cause less stress and will produce fewer variables. The elaborate design in the past caused confusion, and therefore contributed to the mixed data.

We know that some children improve at a greater speed than others, whereas factors such as intelligence, perceptual and physical problems, and motivation contribute to this difference in growth patterns. It appears that a person's self-image contributes to how one responds to environmental forces and how he accommodates to this challenge. It is the contention of the investigator that moral judgment is a good barometer of the person's well-being. It might be compared to a window which permits others to get a glimpse of what is happening in the inner thoughts of the ego structure. The assumption that someone who shows dishonesty when there is nothing external to be considered threatening, had feelings of insecurity, a poor self-image and moderate to severe emotional problems, will be investigated.

Hypotheses

1. Lack of honesty may be symptomatic of an emotional problem that may be severe enough for children so identified to be considered for a class for emotionally disturbed children.
2. Placement in an E.D. classroom of pupils identified as E.D. will cause a significant improvement in the basic school skills of reading, spelling, and arithmetic.
3. E.D. placement will help a student improve his attitude as is measured by the Circle Test of Honesty and by teachers' ratings.
4. Teachers and psychologists will agree basically in their judgment of which children improved in emotional areas.
5. Racial and sexual factors will affect the child's performance by influencing how he views his environment and how motivated he is to do something to change it. Differences in scores in achievement tests and in teacher ratings will be the method that the investigator uses to confirm this hypothesis.
6. Children who have mixed eye-hand dominance will have more problems and therefore will have difficulty competing with the other children.
7. Children who have higher expectations as is measured by their interest in various job categories will show the most improvement in basic school skills.
8. Children who are younger will progress more rapidly in basic school skills than older children since they were identified earlier and received more intervention from their teachers.

Assumptions

In order to provide background information, the following statistics are given:

The six schools in this study are representative of the school children of Philadelphia in the scores that they achieved in the California Achievement Test. There are however many more white children proportionately than would be found in the entire school system. The schools were chosen for convenience since the investigator has access to these schools through the normal course of his work. The children come from all grades, and although some come from the lower socio-economic class, most are from middle class families. Economic conditions and the home situation would both be considered adequate, based on teachers' observations.

. There are 196 elementary, 40 junior high, 23 senior high, 4 vocational schools, as well as 20 special class centers in the Philadelphia School System. The total number of schools is 283. The total staff is 13,565 teachers and the total student enrollment is 252,533. The student body is 62.1% black. The 6 schools in the study have a combined enrollment of 5,123 children of whom 1,472 are black (28%).

The percentage of elementary grade students scoring below the 16th national percentile in the Philadelphia Public Schools is 17%; 38.4% scored between the 16th and 49th national %ile; 30.1% scored between the 50th and 84th %ile on the national norms; and 14.5% scored above the 84th %ile on the national norms, California Achievement Test 1970 Standardization.

The statistics for District #6 in Philadelphia, which is one of 8 geographical districts and the one in which all of the schools in this study are situated are as follows: 21% scored below the 16th national percentile, 38% scored between the 16th and 49th national percentile, 29 % scored between the 50th and 84th national percentile, and 12% above the 84th national percentile. The average scores of the 6 schools in the study are 19% scoring below the 16th percentile on the national norms, 38% scoring between the 16th and 49th national percentile, 30% scoring between the 50th and 84th national percentile, and 13% scoring above the 84th national percentiles. In every case the percentile average for all 6 schools was within 2 percentage points of the average for the district and the city (See figure 1, page 10.)

The testing conditions that were employed during the first and second test were comparable. The tests used were the same. With the exception of a few children who were transferred from other schools in Philadelphia, the investigator personally administered the first test to all of the youngsters, and in every case tested every child in the reevaluation.

It is also assumed that the school experiences that each youngster in the study was exposed to, was similar, and not too different from what every middle class youngster gets every day. The curriculum is identical for every class that was involved. While the amount of time spent on social studies topics vary because of teacher emphasis, guidelines suggesting the amount of time to be spent was adhered to. All of the classes are well structured and closely supervised. The homes and levels of income are also within a narrow range. Families are mostly blue-collar and white-collar employees who work for city agencies, small factories, or perform service-type jobs, according to the children's teachers. Since all of the children in the study attend school in a Philadelphia Public School, the curriculum is identical. Also the geographic area of all the schools in the study is contiguous and there is little difference in economic background, educational background, and ethnic composition between the six schools in the study.

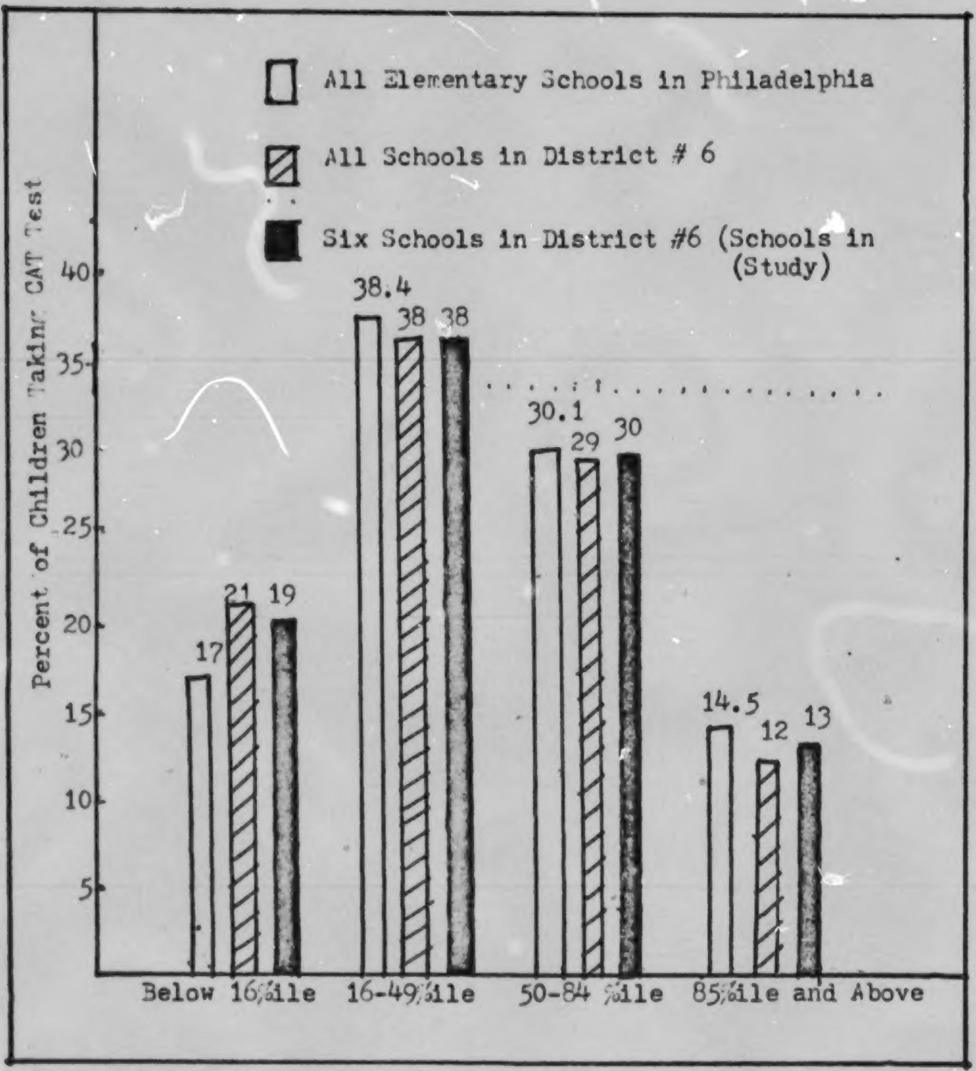

Figure 1 Graph Showing Percentages of Philadelphia Students at Different National Percentile Levels on The California Achievement Test.

Delimitations

The study was carried out in six schools in Philadelphia. Any child who was previously tested by the psychologist and found not to have emotional problems, was not included in the study.

Chapter II

REVIEW OF RELATED LITERATURE

The search of the literature revealed that in the past several years there has not been any real attempt to correlate moral judgment with identification of disturbed children or with the rate of progress in school. The investigation of the literature revealed the closest areas to be:

1. Emotional Growth and Intervention Techniques.
2. School Skills and How the Rate of Progress Can be Accelerated.
3. Teacher Identification of Children With General Need for Some Type of Special Class Placement, But Little on the Specific Use of Emotional Disturbance as the Variable.
4. Occupations and How Children Can be Helped in Occupational Choice Based on Their Socio-economics or Their Self-Concept.
5. Morality, Its Teaching and Identification.
6. Delinquency.

In addition to the use of Educational Resources Information Center (ERIC) and the Dissertation Abstracts International, Child Development Abstracts for 1972 through 1975, Educational Index 1971 to 1976, and Exceptional Child Education 1971 through 1975, several books were also searched.

Voelker was the first researcher to use the Circle Test in order to study honesty. His original test consisted of several circles of different sizes and placed at different intervals from each other. Since it was not possible to get more than one in, the degree of dishonesty was seen(Voelker,1921). His rational was that there was a qualitative and quantitative difference between normal and criminal behavior and criminal behavior could be charted.

Murdoch modified the technique which had been developed to identify delinquent youngsters, by adding a series of test items in addition to the

Circle Test. The investigator became concerned with a great number of variables that were involved in honesty including sex, race, ethnic background, class and economic status. The findings showed that middle class youngsters had a higher rate of honesty, and that socio-economic level does play a role. The level of aspirations of the home, what type of job the father has and how main-streamed the family is, also played a significant role (Murdoch, 1925).

Terman attempted to employ the same technique by equating honesty with intelligence. His thesis was that the more intelligent the person was, the more honest he would be. While there was a positive correlation between honesty and intelligence, it was statistically too low to be meaningful. Terman used it with mentally gifted individuals(Terman, 1925). The technique was employed by Cady as reported by Hartshorne and May in order to distinguish between delinquent and non-delinquents(Hartshorne and May, 1923).

The most comprehensive research that was done in the field of honesty was completed by Hartshorne and May. It is the most quoted work in the literature. The study covers several aspects of honesty and shows the causes of honesty and how one can predict incidents of honesty. Its major shortcoming is its attempt to equate honesty to racial and ethnic groups. Parents must be secure enough to know that they can discipline their child and still remain a good parent. They must be able to be above the need of being liked every minute by their child (Ginott, 1965).

Extensive studies, all made by the same investigator, have been made of the segment of personality that we call character. Methods were developed to objectively test cheating, stealing,lying,self-control, persistence, and helpfulness among normal children. A child was measured in cheating by allowing him to score his own paper while a carbon copy permitted the examiner to compare his degree of honesty. Helpfulness was measured by various unselfish acts for which opportunities were offered. Self control was judged by measuring persistence at unpleasant tasks, and noting the degree of resistance to attractive distractions while working to make a good score (Shaffer and Shoben,1956).

One important conclusion of these studies is that "honesty" is not a consistent general trait. Knowing when a child will steal pennies is of little aid in predicting whether he will cheat in school. Each situation has its own particular determiners of behavior. Each child may reveal his personality, but does not have a clear-cut trait that can be labeled "dishonesty".

One child may steal to show off, another to get money for candy, and another to express aggression against the person from whom he steals or against his parent or authority figure (Coville, Costello, and Rouke,1960).

It is generally accepted that the sociopath comes from a cold home situation where love is not found. The youngster finds rejection and therefore spends the rest of his life getting back at a world that he considers hostile (Taft, 1950).

According to the American Prison Association there are four types of people in prison:

1.the situational (first offenders, and have no major mental or emotional problems)

2. the recidivists (habitual or professional criminal, this is a way of life)

3. those who are mentally abnormal (retarded)

4. mentally and physically incompetent for whom rehabilitation

is bleak(emotionally disturbed, blind, and deaf).

Hunter found that people convicted of serious crimes involving aggressive assaultive offenses often had an extra "X" chromosome. While we concede that this may be a causative factor in a small number of offenses, other factors are present, including the number of people in the general population who also have this anomaly but who are law abiding (Hunter, 1960).

Most professionals in the mental health field recognize that feelings cannot or should not be suppressed without disasterous results. Feelings should be recognized and should be dealt with at a conscious level if possible.

Old feelings are not forgotten. They continue to affect life for better or for worse. It is futile to address angry feelings with reasoning, explaining, denying, threatening, or moralizing. Angry feelings do not vanish when banished. Strong emotions, like turbulent rivers, cannot be reasoned with, or talked out of existence. Their force must be recognized and respected, and their fury diverted and channeled. To do otherwise is to court disaster (Ginot,1969).

The teacher should view dishonest behavior as symtomatic of feelings of inferiority and rejection, and sometimes real deprivation. Emphasize the danger inherent in openly accusing a youngster of dishonesty, or forcing the truth. Help him to gain respect from a group: lean heavily on attributes. Explore ways in which the youngster can gain accomplishments that can be recognized by the group. Also recognize that what you may consider dishonest is not necessarily what his peers consider dishonest (Blanco, 1972).

1. Emotional Growth and Intervention Techniques.

Dr. William Kendall completed a study on the effect of various techniques on educating special class children. His major belief was that the emphasis in education is to improve school skills, and while he does not dispute the fact that school skills are a primary goal of education, there is a greater need to improve the self-concept of the pupil. The conclusion of the paper was that there was not a significant relationship between reading achievement and self-concept in self-contained classes, a significant relationship exists between reading and self-concept in a regular grade. The implication is that if a child were to remain in a regular grade, his self-concept would improve, but at a cost of his school skills. This raises the issue of the major purpose of school. Is it subject oriented, or are we looking for social growth as well? Can we improve in one area without hurting the other (Kendall, 1974)?

Student attitudes are a significant part of the learning process. A study by Butner indicates that more positive attitudes towards school can be developed by grouping children homogeneously. It is assumed that the child experiences success in his homogeneous group, is intellectually stimulated, and does not feel overwhelmed (Butner, 1974).

Most studies show some type of relationship between additional help in a small group setting and an improvement in school skills. The small group setting or the technique account for the increase. How much improvement results from the attention the child receives knowing that he is part of a study? The literature shows that little change took place in social areas employing these techniques, but there was much improvement in school skills, particularly reading. In these studies, some youngsters were taught by the traditional methods while others were taught by innovative approaches (Dixon, 1975).

A study compared behaviorally-disturbed male children in special education classes with behaviorally-disturbed males in general education classes. The study compared attitudes towards school, self and peers. The groups were matched by age, reading achievement, teacher rating of behavior, verbal I.Q. and socio-economic level (Barrett, 1974). The conclusions were that there was no significant difference in the attitudes towards school, self, or peers. A significant difference was observed between self and peer's attitudes between behaviorally-disturbed and normal in general education.

Other studies attempted to show whether or not self-contained classrooms were more successful than resource rooms in helping a youngster improve in his school skills and his social attitudes. Learning-disability children who were in self-contained classrooms were compared to learning-disabled children who were in resource rooms. Self-concept was measured by an inventory and school skills were measured by the Wide Range Achievement Test (WRAT). The conclusions indicated that a child in regular grade or in a self-contained L.D. classroom did about the same in school skills and his concept of himself, but placement in the resource room causes the youngster to develop a more positive self-concept. The belief is that the youngster in a resource room views himself positively without the social stigma of being labeled different. Since he has a lower level of anxiety, he is better able to function more adequately at a higher level in achievement (Cheong, 1974).

Louis Raths is not concerned with the content of people's values, but the process of valuing. His focus is how people come to hold certain beliefs and establish certain behavior patterns.

Valuing, according to Raths is composed of seven sub-processes, including Prizing one's belief and behaviors. A person should have a good feeling of self worth. He should have pride and show strong positive feelings about his beliefs and feelings. These beliefs should provide him with internal strength to want to defend these beliefs. Just as one keeps an heirloom in the family for years, we should keep our values with pride and to cherish them. We should not be ashamed to admit that we have these values and we should publically affirm our belief in them. We must choose our beliefs from alternatives, after considering the consequences. We must be able to choose freely. After we make the choice, then we act in a pattern of consistency and repetition (Raths, 1966).

Thus, the values-clarification approach does not aim to install any particular set values. Rather the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

To accomplish this the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for. In the case of under-achievers, values clarification has led to better success in school (Simon, Howe, and Kirschenbaum, 1976).

Many teachers, particularly those who are inexperienced as teachers or new to the field that they are teaching, look for a "cookbook" in order to answer questions and to give techniques. The book by Simon, Howe and Kirschenbaum lists 79 separate techniques that were designed to help the teacher develop attitude changes and develop rethinking about teaching morals.

2. School Skills and How The Rate of Progress Can be Accelerated.

The most common measures employed in predicting school achievement are the child's scholastic aptitude or intelligence and the child's present or beginning level of achievement (Thorndike, 1963). Sometimes overt behavior comes about because the pupil fails to discriminate between different situations. Since an infant is essentially a selfish being, immediate gratification is necessary if the infant's fears, anxieties, and frustrations are to be satisfied. This is not the case for a child who has reached school age. Small children may not recognize that behavior that is tolerated in the home may not be tolerated by his teacher in school, and will therefore continue to employ this inappropriate behavior until it becomes uncomfortable for him to continue it (Ringness, 1968).

In the case of measuring a person's intelligence, it is equated with some kind of achievement and an inference is drawn concerning the capacity which made such achievement possible. Thus we see that inferences are drawn from a present sample of behavior both with respect to what later behavior will be with respect to what caused the behavior that was observed in the process of examination or measurement. It is particularly important to recognize that the results obtained in testing are used as the basis for inferences which have varing degrees of predictive strength. Especially is this realization necessary in dealing with exceptional children since they are, by the varying natures and complexities of their exceptionalities, the ones for whom many of our testing devices and procedures may be, at least in part, inappropriate (Cruickshank, 1956).

Behavior therapy, sometimes known as behavior modification had proven helpful in cases where children's problems are phobic. These techniques can be applied to improve faulty learning problems such as we have when we wish to eradicate an antisocial attitude such as dishonesty (Eysenck and Rachman, 1965).

One must be careful when he uses the term social status to describe human behavior. Remote places such as India may have "social stratum" that is hard and fixed and therefore predictable, but our society does not have this type of predictive behavior. We cannot find anywhere a perfectly homogeneous society in which social status is a quality grading regularly from one extreme to the other (Cattell, 1968).

Mowrer sees antisocial type behavior as being corrected or eliminated by setting up a passive avoidance situation along the lines of classical conditioning. The individual is conditioned to develop a fear reaction that is sufficiently powerful to block the consummatory component of the behavioral chain- the individual sees something that he might steal, feels anxious or afraid, and turns away (Mowrer, 1960).

Periodically, theories arise equating some behavior trait with inherited characteristics and may even extend it to race. Thus we may have statistics that would show some genetic flaw will cause Blacks to commit some crimes while Italian-Americans commit another type of crime. Statistics can be used to prove any point, but most people in the field feel that environmental factors are the prime determinent of the type of antisocial offense. Surely someone who is arrested as a bank embezzler must have a higher education than the mugger, since the mugger's lack of education would not have made him eligible to qualify for the job in the bank in the first place. There is a current theory that some criminal behavior results from defective chromosomes.

Despite all of the criticism that it has suffered over the years, I.Q. is still considered one of the best predictors if not the best predictor for academic related tasks. Naturally, individually-administered I.Q. tests are more accurate and are less dependent on cultural factors, ethnic origin, language problems, and the ability to read. They also afford the youngster the opportunity to answer questions about ambiguous questions. Despite the problems that are inherent in group tests, they still remain the best predictor of success in school (LaVoie, 1975).

Standardized psychometric measures have been around for many years. They have been revised periodically when they became obsolete. They still remain the best measure for predicting success in reading achievement (Canter, 1975).

Who would most likely be an underachiever in school? Can a profile be established so that intervention can take place when someone falls into this category? A study presented to the Council For Exceptional Children in Illinois in 1976 showed that the highest risk for difficulty in learning is a later-born male who has a history of pre-natal complications and who is not of superior intelligence. Readiness tests are superior to most individually-administered tests as predictors and that single subtests (eg. letter naming) often surpass total tests in predictive validity. Kindergarten teachers' judgments are more accurate than many formal tests. The Wechsler Pre-School and Primary Scale of Intelligence's subtests of information and naming five geometric shapes are excellent predictors of early academic achievement (Badian, 1976).

A study aimed at testing the McCarthy Scales of Children's Ability as a way of predicting first-grade achievement was used in conjunction with group tests. Four first grades were involved and all of the youngsters were white. The Metropolitan Readiness Test was considerably better than the McCarthy, and the author does not feel the McCarthy should be used (Lorton, 1976).

Longitudinal studies are popular in that they study someone for a prolonged period of time and the longer the period of time. the more accurate it is presumed the study would be. An early identification of E.D. youngsters was attempted by Sheldon Wacksman. The children were studied from 1971 until 1975. They ranged in age from five to thirteen. Unlike other studies, there was no significant difference between the achievement in reading and the achievement in math. The boys that were admitted at an earlier age did as well as those who were admitted at a later age. Children with higher I.Q.'s did about the same as those who had lower I.Q.'s. There was also no significant difference in the rate of achievement between psychotic and non-psychotic youngsters (Wacksman, 1975).

A study by Lary Johnson confirms what most educators have known for years, that children who are high achievers have more positive attitudes towards school. Black students were more favorable in their attitude as expressed in a questionaire than whites, but there was no difference in attitude by the time they reached senior high school. The girls that were in the sample had more positive attitudes than boys (Johnson, 1973). This feeling of a more positive attitude towards school expressed by girls appears to be the experience of most educators. Whether it stems from social maturity, the double standard of what is expected or from role playing, it is pretty much expected that girls are more conformed and positive in their attitude towards school. The ratio of boys to girls is often five to one in classes for emotionally disturbed and in the prison (Teeters and Reinemann, 1950).

A study that contradicts the findings that girls have a more positive attitude was completed by Wynn. A group of children who were educable mentally retarded and who had been placed in an institution were compared with the same intellectually retarded type youngster who was kept at home, showed that the youngsters that lived at home had a more positive self-concept than those who lived in institutions. The males had a more positive self-concept than the females. There is no attempt to draw a conclusion as to why this difference exists (Wynn, 1974).

3. Teacher Identification of Children with General Need for Special Class.

How does one go about diagnosing emotional, behavioral, and learning disorders in children? Is it done in isolation or is it part of a continual process of observation. Since we are dealing with human beings, we must look at children as an interacting part of a dynamic system rather than as an isolated organism as you would in a chemistry laboratory (O'Callaghan, 1976).

All of the known variables have been isolated by one study or another. Age, race, sex, socio-economic levels, and educational levels have been used in attempts to establish predictable relationships. These techniques that have been developed will help teachers help youngsters perceive the world around them. A study by Lloyd McCullough identified black students' perceptions of the world and was designed to help teachers utilize this information in curriculum design (McCullough, 1975).

Practically everyone in the field of education knows that learning does not take place in a vacuum. Whatever attitudes or skills that are taught in school, must be reinforced at home. Lotito designed a project to evaluate the effect of parental influence on children. Parents of a class of thirty six regular-grade students in grades two, three, and four in two schools in Oregon were directed to listen to their child's daily oral reading for five weeks. After this period of time, the children were retested. The parents were directed to praise their children. The results of the experiment were that the children's vocabulary increased as did their comprehension when they were compared to a control group. There was no significant change in parental attitude towards their children(Lotito, 1974). This reinforced the belief that attitudes change more slowly than rate of progress in school skills. This agrees with all of the other studies that school skills can be changed much easier than either the attitude of the parent or the child.

We are constantly seeking ways to evaluate attitude since we know that someone with a more favorable attitude will have a better chance for success than someone who is negative. Lull concludes that his " attitude pie" is a useful device in assessing positivity or positive feelings towards a group as opposed to indifference towards the group. It is felt that this technique would be helpful in labeling the degree of indifference on a scale that investigates ten attitude traits.

Another study designed to determine whether the self-concept items that were most predictive of reading achievement varied among sex, race, and grade, was conducted by Epanchin. Close to six-thousand children were tested. It was hypothesized that items that are predictive of reading achievement for a particular sex, race, and grade would be constant across all sex, race, and grade lines. It was tested to be inaccurate as a predictive measure on both levels. The author was unable to predict acceleration in reading based on sex or race, as was expected (Epanchin, 1975).

A group of eighty-seven kindergarten children were given a reading readiness test, a reading achievement test, and a teacher rating test in order to determine whether or not potentially learning-disabled children could be identified early enough for intervention to be successful. The group was given a vocabulary and comprehension score at the end of the first grade. The results of this study show that the teacher's rating was more accurate in predicting success than either the readiness test or achievement test. Findings such as this indicate that a good teacher who is experienced is a better judge of future success than any of our sophisticated instruments. The supposition is that the teacher is experienced, which is not always the case (Glazzard, 1975).

Younger children are too immature to recognize that they have problems in school. Most often they project their inadequacies on others. The teacher is "mean", the other children pick on me because I am different racially or ethnically, the school is too old, the lights are too bright, etc. All of these excuses fail to explain why other children of the same ethnic or racial background are "making it" in that school and why the "mean" teacher is not considered "mean" by the other children. What the child is either unwilling or unable to accept is the fact that he is not succeeding because he is inferior to the other members of his class. He may have inadequate intelligence, limited vision, lack of stamina, or a host of other pyhsical or emotional problems. These cause him to be less competitive in the classroom or on the ball field. Since he is unable to hold his own, other children pick on him. Since he is uncoordinated, his work is sloppy and the teacher loses patience when she attempts to mark his work. Since he may be hyperactive, his teacher considers him a nuisance and may yell at him. All these rejections make his experience at school an unpleasant one, but he may not be able to pinpoint why he is having trouble.

Once the youngster is older and more mature, he is able to gain insight as to why he is having trouble adjusting. The very idea that he can verbalize his problem and is motivated enough to seek help, indicates that he will profit from any help that would be given. In a study by George Libby, three groups of youngsters who were in need of counselling were comared. The first group consisted entirely of youngsters who were self referred. It is implied that those who seek help are best able to do something with it. The results of the study showed that teachers considered the acting-out type youngster the one in need of professional help. The student most in need of help was recognized by both the teacher and the student to need the most help (Libby,1974).

With the introduction of pre-school programs such as Head Start, investigators had another population to explore. We had been predicting for years that if we could intervene at a pre-school age, we would be able to prevent negative experiences in learning. A study designed to predict achievement in younger children was designed by Bridgeman to study disadvantaged children ages four to nine who came from low socio-economic families. They were studied in their first school experience. A preschool achievement measure was used and a follow-up test was used on close to five hundred children. Despite all the precautions that were followed, the results were inconclusive (Bridgeman, 1975).

For many years we have recognized the fact that certain types of retardation and brain injuries that affect learning can be identified early. The next logical question is whether or not we can ever hope to predict which women have the greatest risk of reproducing a retarded or learning-disabled youngster. A study completed in 1974 suggests that there exists a relationship between environmental background variables and perinatal risk level of retarded and learning-disabled children. The qualifying variables are socio-economic, parental education, and medical. The conclusion of the study was that we can isolate women who have a high risk of reproducing a retarded or learning-disabled child (Saltsman, 1974).

There are two schools of thought relating to how special class children should be taught. Sone believe that they should be grouped according to the type of problem, so that all retarded educables would be grouped together in one class, and all learning-disabled would be in another class, and emotionally disturbed children would be in a third type of class.

The other school of thought believes that children should be grouped according to the achievement so that all of the children who are reading at the second grade level, regardless of their exceptionality would be grouped together. A study was conducted to determine whether or not environmental variables could be used to investigate if a significant difference exists between environmental factors and achievement of retarded educables as contrasted to learning-disability children. The youngsters were in grades one to five in a rural school. The findings were that there was a significant statistical difference between retarded-educable and learning-disability children in the following four categories:

1. Parent education-the learning-disabled children's parents had a higher education.
2. The retarded-educable children had more siblings.
3. The retarded-educable children came from lower socio-economic homes.
4. The retarded-educable children had lower achievement scores than the learning disabled children as was measured by the Wide Range Achievement Test (WRAT). However the relationship between background environmental variables and reading achievement was inconclusive (Saltsman, 1974). Saltsman believed that emotionally disturbed children could be identified by family patterns.

Although we like to believe that intelligence as measured by an intelligence test remains constant, we all recognize that there are many variables when we attempt to measure intelligence. Certainly attitudes and the mental set that one has towards taking tests affects test performance. Two hundred and sixteen fifth and sixth grade children were rated on an attitude test. The test was designed to see how positive their attitude was towards school. They were then divided into three different groups on a random basis. One group was told that they would be given a test of intelligence, the second group was told that they were being tested by a major achievement test, and the third group was told that they would be given a routine test. The results showed a significant improvement in intelligence as measured by a group intelligence test by those who were given stimulation to do well and to improve their attitude (Ballard, 1975).

What we think of ourselves in relationship with what we are capable of doing is of interest to Grace Massey. Her study explores the relationship of self-concept to achievement. Black students reported relatively high academic self-concepts but when their academic progress was measured, it was found to be quite low. Questionnaires were administered to a random sample in a high school in San Francisco. The black students had considerably lower achievement scores and grades than the other ethnic groups. It was noted that the higher achieving students internalized more than lower achieving students. The conclusion of the study was that teachers frequently think that they are encouraging children by telling them that they are doing better than they actually are. The students delude themselves into believing that they have more ability than they actually do. It is implied that the teacher should "tell it like it is" rather than give the child false security since he will never be able to improve since he does not know his inadequacies (Massey, 1975).

4. Occupations and How Children Can be Helped in Occupational Choices.

One has to be fairly mature to be able to make a vocational choice that is realistic with his ability and his social status. One must be realistic enough to understand the cost of the education, how it will be funded, whether he has the ability to acquire the skills, and whether or not he has the drive that is needed. Who will support him during the time that is involved? John Adams undertook a study in 1976 to investigate the relationship between age, sex, and socio-economics on the occupational choice of high school children. They rated occupations from two lists of nine occupations. Many areas were explored,but the results did not predict anything significant (Adams,1976).

Another study involving vocational choice was conducted on seniors in a small liberal arts college for women. The conclusion of the study was that humanities majors are generally unrealistic about their training and ability and are unsure about their career goals. They often put off the job search until late in the senior year and often interview for very few positions. The need for career counseling is recommended to formulate realistic objectives(Marlin,1975). There were no studies on pre-college populations.

A study aimed at investigatigating the relationship between student expectations and academic success was conducted by Michael Simonson. It involved a college-age population and the conclusion was that students with high expectations were more successful than low-expectancy students. There appeared to be a direct positive correlation. The female students were more successful than the male students (Simonson, 1975).

A long-term study involving occupational and educational aspirations of fifth and sixth grade children over a six-year period was reported in 1976. In 1969 a questionnaire was administered to three-hundred and fifty-five students in three urban schools in low income areas in Kentucky. In 1975, one-hundred and ninety-nine students from the same rural mountain schools and two-hundred and ninety-two from other low income areas were given the same questionnaire. The urban sample was half black and half white, and the rural Appalachian sample was all white. The results were that expectations were lower than aspirations both years. In 1969, 27.8% of the black males and 25% of the white males aspired to be professionals or get technical jobs. In 1975, 58.7% of blacks and 46.3% of white males wanted to be professionals or get technical jobs. The black males projected higher career and educational goals than in 1969 and white rural boys projected lower goals in 1975. Girls had higher goals than boys (Gabbard, 1975).

Behavior disorders are generally treated in one of two ways. Either they are diagnosed as resulting from emotional disturbance or else they are seen to result from willful choice to resist rules and regulations. If the youngster is seen to be a behavior problem because of delinquent predisposition, the response from authority will be to punish him from corporal punishment in the principal's office to being sent to a disciplinary school or to a reform school, depending on the severity of the offense. If the offense is believed to result from emotional disturbance, then the youngster will be considered for a class for emotionally disturbed children, a resource room, or a mental health clinic as an out-patient or a hospital as an in-patient, depending on the nature of the problem and its severity.

In a study by Michelle DeKlyen, a case study is used to illustrate the effectiveness of a mental health clinic's program to provide day treatment for emotionally disturbed children, ages three through twelve. The purpose of the program is to help the child raise his self-esteem. Measures are used both before and after the program to measure the growth that has taken place. Behavior modification techniques were used effectivly and the youngster's self-esteem and academic behavior were raised (DeKlyen, 1976).

When one compares the population of public school emotionally-disturbed children with children in a private day school for emotionally-disturbed children or the children in a residential school for the emotionally-disturbed, the assumption is that the child in the public school is least disturbed, followed by the child in the day program in the private school while the youngster in the residential school is the most disturbed. According to a study by Mischio(Mischio,1975), we find that some very disturbed children are in all the programs and that the overlapping is such that you cannot define any group to have more severely disturbed children than any of the others.

When an investigation deals with the development of moral attitudes, one must consider how attitudes develop. Do they depend on a chronological development? At what age is someone more likely to become moral? Does sex become a factor? Are some social or racial groups more moral than others? Does intelligence become a factor? In the study by Mischio the conclusions were that moral judgments are developmental and that one becomes more moral with age. Sex, religion, social class and race did not change the fact that a person becomes more moral as he matured. The only exception to this was the factor of intelligence. The retarded youngster developed concepts of morality at an older age, more paralleling the mental age of one who developed morality. There are stages of morality that are developmental. The retarded went through the same stages as the normal individual, but at a slower pace and consequently taking longer to proceed from one level to another.

When someone attempts to hire another individual, he is investing a great deal of time and money in training a perspective employee. How successful will the new employee be? With this in mind, many professionals in the field have tried various techniques that they hoped would be able to identify who the successes would be and how to predict success. A study was made by Susan Sheridan which was designed to predict success in employment. Eight vocational coordinators identified twenty-five percent of their clients who were considered likely to succeed and twenty-five percent of their clients whom they considered not likely to succeed in employment. The groups were all retarded-educables. The group that was predicted to succeed scored higher on moral reasoning and ego development than the group that was predicted not to succeed. Other factors such as I.Q., sex, age, or ethnic affiliation did not appear to be a factor (Sheridan,1974).

5. Morality, Its Teaching and Identification.

One investigator developed a mini-guide to help students understand moral concepts so that they can evaluate their own behavior (Brewer,1976).

Many tests that have been given in the past deal with social values and depend on a response to a questionnaire. These situations are contrived and the pupil is asked to make force choices. Critics of this type of testing argue that the responses are stereotyped and that the pupil often is unable to "see through the examiner" and give the response that he thinks is expected. One such test was given by James Brewer and the report states that children are given situations in which a moral judgment has to be made. He is then asked if it was morally right or wrong. He is then asked to list the ten values that are most important to him(Brewer,1976).

A book written by Thomas Dickoma contains selections from psychologists and educators on the origins and nature of moral reasoning and behavior. It deals with studies of morality and attempts to derive intervention strategies from the accumulated theory and research about moral behavior (Lickona,1976).

We all know that attitudes are developed in the home and in the school. In addition to the traditional way that we develop the sense of what is right and wrong from our parents, teachers, and friends, we also are exposed to the values of life that are presented on television. If a child who is young and impressionable is exposed to television, he may not be able to distinguish between reality and fantasy and therefore feels that the life style of a television character is acceptable behavior, perhaps even the preferred mode of behavior.

Three research studies focus on young children's development of a capacity for empathy, social perspective and a sense of justice. The study is aimed at developing a sense of what is right and what is wrong in young children. Positive reenforcement for thoughtful ways of dealing with conflict provides a home and classroom environment conducive to learning. Adult verbalization helps the child become more aware of the feelings of others. Since we know that you cannot really teach attitudes but present a model from which child forms his own attitudes, we must take every opportunity to help children want to develop our attitudes. It is also essential to have guided discussions with children in order to correct misinformation that children get from television (Kuhmerker, 1975).

Where are attitudes formed? How can attitudes that a parent has be transmitted to the child? We recognize the fact that the young child only understands that he wants something that appears attractive and he takes it. He has no understanding about rights of others or concepts of honesty. Parents teach these concepts to children when they are able to understand it. There are several levels of understanding. The most primitive level is "you can't have it because I say you can't have it." This is followed by an attempt to get the child to internalize this feeling of right and wrong. Rebelsky conducted an experiment with forty-three mothers and their children, ranging in age from eighteen months to thirty months. The object of the investigation was to see how effective techniques of discipline employed by middle-class mothers were in teaching children to resist tempting forbidden objects. The mother and child were left alone in a room and the mother tried to keep the child from touching a microphone. The mother stayed with the child for five minutes, then left the room for three minutes. The mothers used many techniques in order to control their children. The concept of "forbidden" was used most frequently. The mother usually stated that she used other techniques than she used, leading the investigator to feel that parents give the idealized method, the one they think they should use, but resort to a more primitive method out of a sense of inadequacy.

During the course of the study, fourteen of the children refused to remain in the room without their mother, and nine of the remaining twenty-nine touched the forbidden object. Criticism of this kind of study would be two-fold. The age of the children expected to be separated from the parent was too young, and the number of children involved was too small to form any significant conclusion (Rebelsky, 1969). This study attempts to discover when morality as we know it develops.

The major question of this thesis is how teachers can more effectively identify those who need special class placement. Joyce Page attempted to deal with this same problem by giving a questionnaire to teachers. The teachers had twenty-two questions and there were ten conclusions.

Teachers tended to compare children to their peers and to the results of informal diagnostic tests when they considered them for special class placement. If the teacher found that the children differed from their peers, they tried to vary the instructional approach in an attempt to "reach" the child. If this didn't work, she then approached the special class teacher in the school and discussed the problem with her. It was noted that teachers are more aware today than they were in the past because of increased training. It was universal that most teachers felt that most learning problems reflected a poor or inadequate home situation. The teachers were most inadequate in areas of identifying perceptual-motor problems. Another observation by Joyce Page was that teachers referred behavior problems as the main type of referral. Teachers are less tolerant of the child with acting-out behavior than the child with any other type of problem. Most teachers polled believed that placement of youngsters in a special class situation on a part-time basis would be more effective than full-time placement. Teachers in this study felt that labeling helped them identify children who needed this type of service. Teachers in regular grade do not see the need for themselves to become involved in the identification and treatment of special class children, but that this should be done by the psychologist and that all education of special class children should be done by special class teachers who are so trained in this area. The question of rejection is quite apparent(Page, 1975).

In an attempt to help teachers assess morality, attempts have been made to publish a handbook. Teachers need a source of reference and certainly would put it to good use if one were available. One such attempt was made by John Napier in 1976. Sixty elementary school teachers were involved,but the results were ineffective (Napier, 1976).

For many years we have known that emotions can be detected by how we walk, talk, look, and move the various parts of our bodies. Even the most unsophisticated individual often can tell when someone with whom he lives is angry. In an attempt to standardize this projection of emotion, Wallace conducted a study in order to see if there was a relationship between the quality of a person's voice and his/her emotional well being. In order to evaluate this concept, adults who were emotionally disturbed were matched with others who were not emotionally disturbed in order to determine if there is a relationship between the quality of loudness and tempo between the two groups. The conclusions were that there is a positive relationship between voice quality and personality traits in adults and this was in line with what previous research has shown (Wallace,1974).

What happens to a child who is not learning to do his work as quickly as his peers? What should be done for the youmgster who is fighting with everyone? Why are some children able to hold their own, are well liked and have many friends and others do not have any friends and are miserable in their school experience? Psychologists have long struggled with the idea of a pre-screening device that would be universally used to identify every type of child who needs some type of special class placement. Grassi developed a technique by studying three-hundred and fifteen elementary school chidren. The children had been referred for severe learning and behavior problems. The teachers used the Burk's Behavior Rating Scale. The results of the study showed that it was possible to predict whether or not a child needed a regular grade or some type of special class placement, but it could not determine specifically what type of exceptionality should be treated. While this study shows some potential, it falls short of being able to predict any particular exceptionality, leaving this to the judgment of the psychologist (Grassi, 1976).

When David Wechsler first developed the Belleview-Wechsler Intelligence Test, he did so accidently. What he was really looking for was a technique that could be used to give differential diagnosis of clinical problems. He used an interview that he standardized on patients at the Belleview Hospital psychiatric ward, and compared the results with other patients at the hospital as well as their families, all of whom were presumed to be normal. Although he came up with a method of determining intelligence, Wechsler was always interested in the clinical picture that was found by comparing sub-tests and forming a clinical picture. For example he was able to draw a profile of schizophrenia, manic depression, and psychopathic personality. Although the early findings of Wechsler were later proven to be weak in their predictive power. it interested others to continue this research. John Van Vactor, in a Ph.D. thesis investigated the differences between those who were emotionally disturbed and those who were learning disabled, by using the Wechsler Intelligence Scale for Children(WISC), a form of the original Wechsler that had been modified for use with children. This test is the most widely used individualized intelligence test for children who range in age from six to sixteen years. The study, like many others including those of Wechsler himself, could not establish a clinical picture, and there was no mean difference between the learning-disabled child and the emotionally-disturbed child on this test (Van Vactor,1974).

When education first started in the United States, school skills were taught along with social and moral skills. During the early nineteen hundreds the pendulum swung back to the belief that only school skills would be taught in the schools and morality and social skills would be taught in the home. Once again we recognize the need to teach the "whole child" and not just his mind. With this need to teach social skills, comes a need to agree on which social skills are essential and at what level of development they should be taught. One study consisted of presenting a questionnaire to randomly-chosen primary and intermediate level special education teachers and to first, second, and third grade regular grade teachers. Two-hundred and sixty teachers were involved and one-hundred and thirty six social behaviors were rated on a six point scale. The special class teachers felt that social initiative was more important than did regular grade teachers. There was a significant difference in the responses given based on the level of experience. Basic socialization was most valued by experienced teachers. There was a belief that a curriculum could be built in order to develop these values in children (Milburn, 1974).

Many studies attempt to show the relationship between the degree of emotional disturbance and the failure to keep up academically. Over three-hundred youngsters from seven years on up were studied in order to determine if there was a relationship between pathology and the inability to perform well on tests such as I.Q. tests. The group was eighty percent male. It was sixty-six percent white and the rest were black. Twenty-five percent of the children were on D.P.A. and forty percent of the families were not intact. A check list indicated that the overall group was pathological. The emotionally-disturbed boys had higher I.Q.'s than the girls. The girls were considered more disturbed than the boys. The achievement in school skills improved with age, and the math scores were higher than the reading scores at all ages. The conclusion of the study was that there was a direct correlation between the degree of emotional disturbance and the degree of educational deficiency. The I.Q. was depressed in the pathological cases and the more the pathology of behavior, the lower the I.Q. Aggressive behavior appeared to be related to low performance I.Q. This reflects the belief that one who is unable to do things becomes frustrated and therefore develops hostility when the frustration cannot be dissipated (Feingold, 1976).

The two areas most dealt with in remedial programs in school are reading and math. Without these two essential skills, an individual cannot hold down any but the most unskilled type job. A person cannot read a street sign and therefore cannot drive a car. Someone who cannot do simple mathematics cannot even buy a loaf of bread and expect to get the right change.

Is there any relationship between reading and math? If someone is given help in one area will he increase his skill in the other? In a study by Philip Lyon of fourth-grade students in an inner-city school in Central Pennsylvania, an attempt to equate progress in a remedial reading program with race, sex, and socio-economic status was made.There was no statistically significant difference in achievement gains in a remedial comprehension program when students are classified male verses female, white verses black, poverty verses non-poverty and a comparison between the number of years in school beyond grade level verses years in school at grade level.

The conclusions were that increased proficiency in reading did not result in proportionate increase in math. The boys' performance gains were more consistent than the girls. Race was not seen to be significant. Socioeconomics and the number of years in school were seen to be significant (Lyon, 1975).

When youngsters were asked to evaluate what motivated or was responsible for success or failure, a group of sixty males believed it was ability while the same number of females believed it was luck and effort (Bar-Tal, 1975).

We all know that there is some relationship between learning how to read and the child's relationship with his teacher and parent. The first learning experiences that the pre-school child has in his house involve doing something in order to please his parents. If he experiences pleasure in the task or if he is rewarded physically or socially, he will continue to learn. If he experiences pain or rejection, he will turn to other means to achieve his goals. In a study conducted in 1975, mothers of successful and of problem readers were observed. They were given the task of instructing their own and other children. The mothers of successful readers spent more time preparing the lesson and the other mothers were more controlling and directive during the teaching. They also used more negative reinforcement. In another study by the same investigator, a group of youngsters were taught by male tutors. It was observed that they administered more negative reinforcement to problem readers than those who were competent readers. This study shows that when one is unable to read well to begin with, he is not encouraged but discouraged when he attempts to read. The third study by the same author reveals that there is a definite positive correlation between reading success and social behavior (Feshbach, 1975).

All kinds of relationships are studied in order to see if the ideal school environment could be achieved. Previous studies show that the ideal school size was believed to be between five-hundred and six-hundred students. If the size were smaller, it would limit the interpersonal relationships and also limit the amount of resources that could be delivered for the child's education. Too large a school population would cause some children much anxiety. In a recent study however, the relationship between achievement and school size was not conclusive (New York Education Department, 1976).

One of the first studies resulting from the Head Start Program dealt with how pre-school intervention helped improve school skills later in life. The optimism of the early studies soon faded when it was observed that the dramatic improvement that the children experienced in their first exposure to school, soon faded when they were placed with other children who came from more advantageous home situations. In a recent study, the conclusions were that reading success and failure stems from many causes. There are several components of the home environment which children who performed successfully have in common. Four variables were observed in thirty six three and a half to four and a half year olds who had been randomly selected. They included the use of educational television, the number of materials such as books that were available in the child's home, the specified parental criteria for television program selection, and the use of warm up questions that are used in preparation for a parent-child reading episode (Flood, 1975).

Who would most likely be an under-achiever in school? Can a profile be established so that intervention can take place when someone falls into this category? A study presented to the Council For Exceptional Children in Illinois in 1976 showed that the highest risk for difficulty in learning is a later-born male who has a history of prenatal complications and whose intelligence is less than superior. Readiness tests are superior to most individually administered tests as predictors and that single subtests (eg. letter naming) often surpass total tests in predictive validity. Kindergarten teachers' judgments are more accurate than many formal tests. The Wechsler Pre-School and Primary Scale of Intelligence's subtests of information and naming five geometric shapes are excellent predictors of early academic achievement. (Badian, 1976).

Longitudinal studies are popular in that they study someone for a prolonged period of time and the longer the period of time, the more accurate we presume the study to be. An early identification of E.D. youngsters was attempted by Sheldon Wacksman. The children were studied from 1971 until 1975. They ranged in age from five to thirteen. Unlike other studies, there was no significant difference between the achievement in reading and the achievement in math. The boys who were admitted at an earlier age did as well as those who were admitted at a later age. Children with higher I.Q.'s did the same as those who had lower I.Q.'s. There was no significant difference in the rate of achievement between psychotic and non-psychotic youngsters (Wachsman, 1975). These conclusions seem to be different from what is popularly accepted by most people in the field of psychology.

Intelligence cannot be directly measured objectively as we can measure blood pressure. We therefore devise tests that measure intelligence indirectly by comparing responses on a standardized test with the responses that others have given. Factors such as race, socio-economics, status, and laterality should not significantly change the test results if we are truly measuring intelligence. Sixty children were evenly divided between black and white,and boys and girls. The WISC and the Harris Test of Lateral Dominance were used. The conclusion was that eye-hand dominance was not a significant factor. There were differences between white and black, and between male and female (Trimble,1977).

Another study aimed at identifying high-risk youngsters for academic success was made by Barbara Loss. Close to four-hundred pre-school children whose ages approximated three and a half were evaluated. They were evenly divided between the boys and the girls. They were tested in twelve areas of language development, including word knowledge, rote memory, and sound blends. Five areas were found to differentiate the high-risk group from the control group. They include word knowledge, rote memory, sound blends, auditory reception, and a test that measures the child's understanding of simple concept of quantity. The youngsters who were considered high risks consisted of the boys outnumbering the girls six to four, and the lower income families producing a high risk child (Loss,1976).

There are many pitfalls when one screens youngsters in an attempt to identify them at an early age. The psychologist must be aware of these and attempt to avoid them (Senf,1973).

Three hundred and twenty-four sixth and seventh grade children were given group I.Q. tests as well as an anxiety scale. They were then assigned to eight experimental groups for six months. The conclusion of the study was that there was a significant change in the I.Q. as measured by the group I.Q. test, but not in the anxiety level (Binder, 1976). We thus see that I.Q. tests can be measures of emotional well being.

While most studies predicting success in school attempt to identify younger children, a study by McCenan attempted to identify success in grade seven by testing children in grade one. The aim was to predict reading success. The two factors most discriminating for predicting success were word discrimination, and word knowledge (McCenan, 1973).

A battery of tests was administered to over one thousand children randomly selected in Missouri in order to determine the best combination of tests to administer to beginning first grade children in order to predict reading achievement. The conclusion of the study was that the ability of the children to recognize upper and lower case letters and beginning sounds was the best single predictor of reading achievement. Measured intelligence was a good predictor of reading achievement. The classroom teacher can predict the end of year reading achievement by using the Behavior Rating Scale (Busch, 1974).

A study comparing three groups of children who were labeled emotionally disturbed was conducted by Browne. The three groups of youngsters were in a private residential school, a private day school, and a public school self-contained classroom for emotionally disturbed children. The family income was similar in all three groups. The Rutter Child Behavior Scale was completed by each child's classroom teacher. The conclusions were that the I.Q.'s of the children in private day schools were the lowest of the three groups. The children in private residential schools got the highest score in reading and spelling, which the children in the public school class for emotionally disturbed children got the highest score in arithmetic. There appeared to be a tendency for the children who were behavior problems to be placed in public schools, while the really disturbed children are placed in private schools (Browne, 1975).

An attempt to study the effectiveness of two different individualized approaches to teach school skills was made in 1975. A mainstreamed open classroom was compared to a traditional classroom on achievement levels of low ability students. The children were in grades one to six. The conslusion of the study showed that there was no significant difference in academic achievement between the two groups. There was a significant relationship between I.Q. and achievement (Harris, 1975).

Why does one child want to achieve while another child is not motivated? Children evenly matched by intelligence, school skills and environment may react differently in their quest for an education. A study completed by Kowatrakul on four to five year olds concluded that regardless of socio-economic status, middle class vs. lower class, mothers whose children showed high need for achievement were more involved in children's on-going achievement than the other mothers (Kowatrakul, 1974).

When self contained emotionally disturbed children were compared to those in a resource room or in private school, we find those who are in a resource room appear to develop the highest self-concept of any of the groups. In this study the achievement scores were also the highest for the resource room pupil, when compared to those children who were in self-contained E.D. classes in public schools, and E.D. classes in private schools. The later group of pupils findings were not duplicated in other studies, although the increase in self-concept seems to be seen by other investigators. One of the weaknesses of this type of study is that some youngsters are placed in self-contained classes because it was determined that they were more seriously disturbed in the first place than the youngster who was placed in a resource room (Byrd, 1974).

There are a large number of factors that are related to student's reading achievement and effective reading programs in the schools. The Gates Reading Test measured many of these concepts taught in the schools (Dilling, 1973).

Those who argue that intelligence tests are not fair cite the Black Intelligence Tests. These tests are culturally oriented and so designed that blacks will score higher than whites. Whites continue to score higher than blacks on tests of vocabulary. The older children scored higher than the younger children on the Black Intelligence Test (McNiel, 1975).

We are frequently frustrated when we attempt to work with delinquents in an attempt to assess their attitudes. An attempt to measure attitudes by developing a battery indicated that eight of the eleven tests used produced patterns of significant validity. Most of the youngsters in the study got jobs. The study's major purpose was to help counselors develop techniques to help adolescent offenders (Educational Testing Service, 1975).

There are certain social, familial, and childhood characteristics which predict and explain the development of antisocial behavior. The characteristics were not easy to pinpoint and the study was inconclusive (Pepan, 1975).

In a study designed to measure disruptive classroom behavior, a scale was developed to assist counselors help E.D. children improve classroom behavior. The results were that there was an improvement in a significant number of cases (Howell, 1974).

How much delinquency is modeled after parental attitude? Two groups of parents were studied by administering the Minnesota Multiphasic Personality Inventory (MMPI). The experimental couples's sons had all been recognized by the courts as being delinquent, while the sons of the control group all had not engaged in delinquent behavior. Both the mothers and the fathers of the delinquent sons had significantly more personality disturbance than parents of non-delinquent children. There was more pathology in the mothers than the fathers, which should be considered significant since the mother has the primary relationship in transmitting social values to young children (Orr, 1969).

A study designed to increase self-concepts so as to increase academic achievement and desirable behavior was made by giving a group of youngsters fourteen weeks of tutoring by parent volunteers. They were tutored twice a week and they were tested both before and after the experiment for self-concept, achievement, and desirable behavior, a clear relationship between self concept and achievement could not be established (Van Bowen, 1973).

Any attempts to teach ethics or morality in the schools will bring much criticism. This controversy is so deep that some related issues such as Bible reading have been reviewed by the Supreme Court. American education had its origin as an arm of organized religion and as such the earlest text books taught nothing else but religion seeped in morality. In 1893, the system was so seeped in morality that John Dewey wrote his first critical views on moral and religious training in public schools. From that time to the end of his life, his views remained the same. He would constantly reject any approach to ethics from an apriori determination of morality. He was opposed to the philosophy that "if you can only teach a child moral rules and distinctions enough, you have somehow furthered his moral being" (Educational Review, 1893).

As a result of the reaction that educators had against ramming morality down the students's throats, organized education withdrew from teaching morals and rather than attempt to teach ethics and morals in a more-relevent manner, as John Dewey was advocating, educators chose the easy way out and withdrew from teaching morals and ethics and left that area of education to the home and the church. The whole concept was just too controversial and the results were too minimal to be concerned and therefore schools devoted more and more of their time to subject oriented material.

Dewey addressed a convention of the Religious Education Association in 1903 by saying, "The child must be brought to appreciate the truly religious aspect of his own growing life and not to inoculate him externally with beliefs and emotions which adults happen to have found serviceable to themselves" (Religious Education Association, 1903).

Torrey Harris argues that there must be an absolute separation of religion from moral training in the school. He argues against promotion of a nonsectarian religion (Simon, Howe, and Kirschenbaum, 1976). Harris went as far as to say that no reference to God or religion should ever be made no matter how sensitive the teacher is since this is religion and does not belong in the school. As a result of the confusion, morality and ethics have not been taught to any degree in the schools, except as a result of an incidental learning experience acquired by a student from a teacher he admired.

When social class differences in moral conduct are examined carefully, it is clear that five moral traits emerge as characteristic of moral maturity. They include such areas as moral judgment, deferred gratification and future orientation, moral personalism--which is the degree that one individual takes upon himself the responsibility to treat other human beings as persons. Also included are factors such as moral flexibility, which is the ability to work with abstract concepts and to understand what morality the parent is expecting from the child. Another factor called moral dynamism and moral creativity indicates that higher socioeconomic children adopt positive attitudes towards their environment while lower status children develop negative attitudes. The conclusion of the study is that the key element in attitude development is one's socio-economic class. This is particularly true in development of morality (Kay, 1975).

It is generally conceded that the higher socio-economic classes have higher or greater moral maturity than the lower classes. The values that one acquires develop from exposure to the family, friends, and the school. The Lord Chief Justice in London in 1973 stated that if the present trend in crime continues, it could reach a growth rate that civilization would be in jeopardy. He advocated the teaching of morality in the schools. He felt there could be a total breakdown of law and order in England. This warning was coming from England which has a per capita crime rate particularly in the area of murder, violence, and weapons, offenses that are a small fraction of the rate in the United States (Simon and Olds, 1976).

The way one talks to his child reflects class values. The lower class parent employs a more authoritarian approach. If a child were riding a bus with his mother, the lower-class mother would say "Hold on tight." The child would reply, "why?". The mother would say "I told you to hold on tight."

The same conversation between a middle class parent and the child would be as follows: Mother: "Hold on tight dear." Child: "Why?" Mother: "If you don't you'll be thrown forward and you may get hurt." In observing the contrast between the two parents, we can't help but recognize the attitudes that are conveyed: the use of affectionate terms and an attempt to explain logically why conformity is important rather than just based on fear of authority. Therefore, there is a need seen by the middle-class youngster and there is more of a need to conform that is seen.

All studies and observations agree that more aggression, hostility, and acting out behavior exists in lower class youngsters than in middle-class youngsters. Perhaps it can be argued that middle class youngsters have more advantages and therefore do not have to take things forcefully, but merely wait for their parents to present it to them when they ask for it.

Religion and sub-cultural group attendance also influences one's attitude development. There are pre-conditions that are needed for morality. Professor Morris refers to the three basic needs to identify oneself, experience acceptance, and make adequate identification (Morris, 1965).

Charlotte Fleming talks about need reduction in her theory of social maturation (Fleming, 1967).

Maslow believes that we have a hierarchy of needs, and that the needs at the top of the pyramid cannot be met until the needs at the bottom have been fully satisfied (Maslow,1970).

Questions that each of us must ask ourselves as we develop a set of standards of morality is Who am I? What am I really like? How must I behave? What is the right thing for me to do? and How am I doing?

Hemming reports that self respect and confidence (self image) are developed if a person is not given too much criticism, which makes him feel worthless (Hemming,1957).

Since moral judgment is essentially the end product of a cognitive process one would expect to find a correlation between intelligence and moral judgment. Yet tests of intelligence clearly contain questions which test moral judgment. L.M Terman, who experimented in this area, was the man who pioneered the use of the Binet Intelligence Scale in measuring intelligence by the use of an individual test rather than by using group tests, believed that honesty could be predicted and equated to intelligence. Statistics appear to confirm the observation that there is a positive correlation between intelligence test results and membership in the middle class (Bull,1969).

Lydiat discovered a significant correlation between intelligence and maturity of moral judgment (Lydiat 1937).

Unless gratification can be ultimately assured by legal methods, a child may turn to crime in order to attain it(Kay,1975).

A picture of the best type of school that is needed to develop ethics and morality would be one which is a coeducational, comprehensive school, large enough to offer opportunities for the exercise of moral traits and attitudes in work and play, and yet be small enough to sustain a community spirit. The process should last from 3 to 19 years with clearly defined separate stages. The division between the school and the community should be dissolved. In the lower grades emphasis should be on interpersonal relationships while the emphasis in the older grades would be on subject matter. In this way the influence of poor or substandard homes could be offset (Cohen,1961).

A study by the McCords revealed that parental rejection or deviance led children into criminality because they were compelled to establish their identity and achieve some success in an aberrant way, perhaps by flouting authority. Thus if the school also fails to meet this need, they are priming their pupils for delinquent conduct which will satisfy this need. The gang made up for this personal deficiency. The members of a gang achieved instant identity, and standards of dress. Thus the candidate for gang membership is literally a displaced person seeking social integration and personal assurance (McCord,1958).

When we educate children we hope to teach them to walk so steadily that we need not lead them on too straight and narrow paths, but can trust them to make new paths through difficulties we never encountered , to a future of which we have no inkling today (Mead,1943).

Lawrence Kohlberg studied the manner in which people make moral judgments and the criteria they employ to justify or explain their decisions or judgments. The focus of his research has been on the reasons people employ in making moral judgments rather than the conclusions to which they come (Kohlberg,1969).

He sees six stages in the development of moral judgment -

a person cannot reach a level of moral development without having passed through the prior stages in a predictable sequence. The lowest level is stage one where someone does something to avoid punishment, level two is the one who does something for a reward, level three is labeled as the "good boy" and he does whatever he has to in order to get the social reinforcement. Level four sees the act as either right or wrong without much variance, it is seen as either black or white. Level five is seen in legal terms. He sees the need to do something because it is legally binding. Level six implies that a judgment is made because of moral principles.

There are three commonly employed techniques that parents use to influence behavior in children. They are moralizing, manipulating, and modeling. Moralizing implies that it's the youngster's duty to do something. Manipulation implies that the parent will reward or punish the child if he makes the wrong choice, but he is not really given a choice even though one is implied.

In modeling, the parent sets a good example of what the child should be when he grows up. Parents do not always set a good example when they tell their child to tell the truth like George Washington, but tell the cashier at the movie that the child is two years younger in order to pay less money (Simon and Olds, 1976).

A fourteen point guideline was developed in order to help parents develop values in their children. These include the need to acknowledge your own continuing search for values, being open and forthright in stating your own beliefs, and not asking or expecting agreement from anyone else.

The child should be given the opportunity to express his points of view before you express yours. The adult should be shock-proof. No statement should horrify the adult so that future statemnts will be expressed. There should be no attempt to deal with more than one strategy at one time. To deal with more than one strategy at one time could confuse the issue. Above all keep your sense of humor and don't push too hard.

Parents should begin with issues about which they don't have strong feelings. Issues that are raised should be those in which children are old enough to make judgment on. It is suggested that this book be used as a guide, and not as a Bible. Value clarification should not be used to manipulate the children. The value clarification sessions should be well planned. Everyone present should participate(Simon and Olds, 1976).

There are seven ground rules that are needed in a successful learning situation at home. When developing attitudes no one should ever jump on anyone else. There are no right or wrong answers. One person talks at a time, and nobody interrups. Everyone has the option of passing at any time. No "Killer" statements that put down others should be used, and no self-put downs are allowed. One can change his mind reflecting a sign of growth. (Simon and Olds, 1976).

During the session anyone who violates any of these rules is reminded that he is not playing according to the rules.

A study monitored eight-hundred and seventy conversational statements by one-hundred and thirty people and found about one third of the statements were completely honest. Other studies have found that it is impossible to divide children into groups of cheaters and non-cheaters. Almost all children will cheat on tests under certain circumstances. Honesty, for most of us is situational (Simon and Olds, 1976).

The real question for which we show concern is when does "normal" dishonesty, the cheating that most people will do at sometime or other in their lives, become pathological and indicative of some deep seeded problem that must be resolved or else it will lead to anti-social behavioral patterns. The major factor that differentiates the pathological from the "normal" or occasional cheater is the situation. This would include environmental stress and how necessary it is for the individual to cheat. If the situation is such that the person must cheat in order to pass the grade, to get a job, or to get a promotion, this can be understood in terms of a limited conscience and poor moral development. When an individual cheats without any purpose, we must view this as deep seeded and showing much pathology.

Most professionals in the mental health field recognize that feelings cannot and should not be suppressed without disasterous results. Feelings should be recognized and should be dealt with at a conscious level if possible.

Old feelings are not forgotten. They continue to affect life for better or for worse. It is futile to address angry feelings with reasoning, explaining, denying, threatening, or moralizing. Angry feelings do not vanish when banished. Strong emotions, like turbulent rivers, cannot be reasoned with, or talked our of existence. Their force must be recognized and respected, and their fury diverted and channeled. To do otherwise is to court disaster (Ginot, 1969).

Parents must be secure enough to know that they can discipline their child and still remain a good parent. They must be able to be above the need of being liked every minute by their child (Coville, Costello, and Rouke, 1960).

It is wholly necessary and normal for an individual to achieve, to control some segments, at least, of his environment. In fact, throughout his life he is in a constant struggle with his environment. The desire for achievement manifests itself in many ways and the satisfaction of that desire is essential to the maintenance of sound mental health. Since success is defined in terms of the goals which the individual has set for himself, it is important for every person to have an understanding of the nature and extent of his abilities and to adjust his goals accordingly (Carroll, 1972).

Along with others who believe that personality is innate and has an organic origin, Sheldon diagrams a personality structure that is based on physical types. One who is short and fat will develop the manic depressive type behavior syndrone if he becomes psychotic and will develop obsessive-compulsive type behavior if he becomes neurotic. He has little or no control over what type of behavior he will exhibit, leaving little responsibility for his own shortcomings. The fallacy of this type of logic is that although statistics support the theory, it results from age patterns rather than personality per se. Since manic depression's onset is in the later stage of middle age, the victim is more apt to be overweight than someone who is younger, and therefore more schizophrenics are apt to be thin and manic depressives are apt to be fat (Sheldon, 1969).

Durea believes that morality is caused by the individual's desires and how the individual will be able to obtain these goals. If someone who is poor is exposed to advertisement about new cars, and he recognizes that he can't afford it, he will be more likely to turn to crime than one who does not see a need for objects that he can't afford (Durea, 1941).

Chapter III

METHODOLOGY AND DATA

All of the children in the study were referred because they were having problems adjusting to their classroom setting. Some were unable to keep up with their class because they were too limited intellectually. Others were not motivated because they were pre-delinquent or had emotional problems that were interfering with their ability to learn. Some were truant, some were pre-suicidal, some were diagnosed mentally ill, and some were character disorders. Some were threats to themselves or to others. Some of the youngsters that the investigator has tested in the course of the years have been arrested for murder or other violent crimes. There are some who are now in mental hospitals.

All of the children who were retested for the study were then given tests in school skills to show academic growth, projective tests and in-depth interviews as well as the investigator interviewing teachers in order to show emotional growth. The results were evaluated in the various categories including race, sex, age, if the youngster was in E.D. class, mixed eye-hand dominance, and vocational preference (See table 12).

Many children who have been evaluated in the past by a psychologist often must be reevaluated because there is little growth. A question that this thesis will attempt to answer is why some children who are evaluated improve a great deal while others either improve slightly or not at all. Is there any way that psychologists can recognize who the most successful youngsters will be and how they can be identified without hours and hours of screening? It is the belief of the investigator that the child who is dishonest is not working up to his potential since he has emotional problems which interfere with learning. As a result of more exposure that is afforded in smaller classes, he can improve his school skills significantly over someone who has not been given this additional help in a small group.

Procedure

The investigator's first step was to go through all the records that would indicate that a child had been given a psychological examination. The psychological reports are kept in the history pocket of every child who has had this type of service. The reports were then duplicated. This procedure was repeated in each school that was in the study. The reports were read and identified as to the type of problem that the youngster had when he was first tested and the severity of the problem if it involved emotional problems. The severity of the emotional problems was placed on a scale of one to seven, one being the least need for professional intervention and seven being someone who is disturbed enough to need in-hospital care (See table 13).

The student who would be rated as one, would be comparable to an outstanding student. This would be a class leader. The student who is rated as number two would be a student who is a "B" student. He would be better than average. The student rated as number three is the typical "C" student. He is average in his classroom and nobody thinks that he has any problem that needs psychiatric intervention. The student who is rated as four is one who exhibits annoying type behavior. He has problems, but it is felt that he can remain in a regular grade. The student who is rated as number five is a youngster who is too disturbed for a regular grade, but has enough good points to feel that he will make a good adjustment in a classroom for emotionally disturbed children and that he will probably be considered for early restoration. The youngster who is rated as six is the one who belongs in a classroom for emotionally disturbed children and whose placement will probably be long term. The rating of seven would be for one who is too disturbed for school and should be in a mental hospital.

The question of why an informal interview was selected instead of a standardized test, can best be answered by stating that with this given population a standardized test would be inappropriate. All teachers were given identical questions including all areas of social adaptation, medical and psychiatric problems, home conditions, attitudes, and cooperation. A more structured interview would destroy the rapport of the investigator with the teachers who are in the study.

After identifying which children were labeled emotionally disturbed, the children were retested in order to see the rate of progress that has taken place and explore if a pattern could be used for predicting emotional disturbance.The test battery for the retest includes a reading test, the Gates Reading For General Significance for older children, and the Durrell Test For Learning Difficulties for those youngsters whose reading level are below the norms for the Gates. The Durrell Test evaluates reading for grade two and under. A test of spelling that has been standardized by the Philadelphia Public Schools, Division of Special Education, and the Wide Range Achievement Test in Arithmetic (WRAT) rounds out the school skills. The children were then given projective personality tests in the form of the House-Tree-Person and the Bender-Gestalt. Another device, the Circle Test of Honesty was given to every child tested. See page 70 for details.

The child's teacher was then interviewed in order to get an evaluation of how the youngster is doing emotionally. This was compared to the previous rating and was coded from one to seven.

Two experienced psychologists with the combination for forty years experience, evaluated each of the cases and graded them as to the degree of intensity of the emotional problem. The same scale that the teacher used was used by the psychologists, and the psychologists' evaluations were completed in the presence of the investigator so that the clinical objectivity could be achieved. The investigator then recorded specific responses from teachers and compared them to responses that previous teachers made for each child.(See figure 31).

All data was analyzed in order to see if there were a pattern of which children would profit from placement in a class for emotionally disturbed children. This was based on test, the test data utilizing many factors such as age, race, sex, etc. The mean and standard deviation were used.

The major thrust of this study is to prove that honesty as measured by the Circle Test can be a major determinant is whether or not a youngster is in need of a special class placement in a classroom for children who are emotionally disturbed. In order to prove that this is a factor, children who are considered by their teachers not to be emotionally disturbed were given an honesty test and compared to those who were suspected of being emotionally disturbed by their teacher or a psychologist. The results were compared in order to determine if a significant relationship existed. The Chi Square technique proved that the relationship did exist and the relationship was significant. The conclusion was that children who lack moral judgment appear to have a greater need for the service of an E.D. class than children who have honesty.

The study shows that the differences between the two variables result from a factor that is real and not just from a chance factor. Of particular importance is whether or not the sample was large enough to be statistically significant.

Chi square is a statistic that measures the probability that these results could have occurred by pure chance. If the degree of probability is less than .05, then it is statistically significant. There were 134 children in the control group and 122 children in the experimental group.

Formula for Chi Square (X^2)

$$X^2 = \sum_{i=1}^{r} \sum_{j=1}^{c} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

$\sum$ = Sigma (Summation)

O = Observed
E = Expected

(See Appendix G)

Chapter IV

FINDINGS

The purpose of this study is to determine if a technique can be used to pre-screen children for further testing and eventual placement in classes for emotionally disturbed children. The following steps were taken by the investigator and the results were:

1. The investigator read the information in the history pocket of every child attending the six schools that were in the study.
2. Every child whose records indicated that he had been given an individual psychological examination, was identified and a copy of his psychological report was collected.
3. Every psychological report was read in order to determine which children had any emotional disturbance. The identification of the emotional disturbance was made either by the teacher or the psychologist or by any other person including parents, counselors, principals, or outside agencies. (See figure 5).
4. The degree of the disturbance was charted in severity on a scale of from one to seven. One was taken to mean that the child had no emotional disturbance. This would be a child who is well adjusted and would be a typical "A" student. This classification would not appear in the initial group, but could appear in the retest since improvement did occur. Children rated as two were the typical "B" student. These children would not have been in the initial test but would be in the retest. The children rated as three are the typical "C" or average student. These children also would not have been recommended for initial testing. The child rated as number four would be the child who exhibits annoying behavior but would

continue to remain in a regular grade. The child rated as number five would be in need of short term placement in a class for emotionally disturbed children. The child rated as number six would need long term placement in an E.D. class, The child rated as seven is so seriously disturbed that he would need to be placed in a mental hospital as an in-patient. None of the children in the group were this seriously disturbed.

5. All of the children who had no disturbance, but had been tested because they were believed to be retarded or learning disabled, were excluded from the study.
6. All of the children who were suspected of, or identified as being emotionally disturbed, were scheduled to be retested. Every child was retested with the exception of those who were not available because they had moved or graduated.
7. The parent of every child who was retested was interviewed. The children who were living at Northern Home, a group home, were represented by their social worker instead of the parent for the interview.
8. The investigator interviewed the teacher of every child in the study; the teacher who had made the initial referral a year or two ago as well as the teacher the child has at the present time. The description that the teacher gave was converted to a rating of one to seven based on the degree of disturbance. In the cases of the teachers who had the child two or more years ago, the case records indicated how the teacher perceived the child at the time of the first referral.
9. Each child was then retested, being given the same battery of tests

that he had been given when he was first tested, with the exception that the second test battery did not include an intelligence test since the amount of time required would have made the study prohibitive. The Circle Test of Honesty was introduced and given to all of the children during the second testing as well as to a control group. The retest battery included the following tests:

1. Gates Form G.S., reading for general significance, which is a pencil and paper type test that requires reading for comprehension and underlining the correct word that shows that the child understands the paragraph that was read. There are twenty-four paragraphs and the child has up to eight minutes to read it. He is given a reading grade based on the number of paragraphs answered correctly in the eight minute time period. If the child is too limited in reading to be able to score at the third grade level, or if it was observed that he was guessing or responding erratically, another test of reading, the Durrell Test of Reading Difficulties, was given. The child had to read several paragraphs orally and the investigator then asked several questions that were standardised in order to evaluate the child's comprehension. The score on this test was based on speed and accuracy.(See figures 6 and 7).
2. Test of Spelling. The spelling was in the form of sentences that had been standardized by the Division of Special Education of the School District of Philadelphia.(See figure 8).
3. Wide Range Achievement Test in Arithmetic (WRAR).(See figure 9).
4. Test of Eye-Hand Dominance.
5. House-Tree-Person Test, which is a test of personality using projection

in order to learn more about the inner dynamics of the child.(See figures 10, 11, and 12).

6. Bender-Gestalt, which is a personality projective test as well as a test of organicity.(See figure 13).

7. Circle Test of Honesty, the device that the investigator is employing as the pre-screening device for identifying children for further testing as candidates for placement in classes for E.D. children. Every child who was tested in this study had been given a very thorough individual psychological evaluation between several months to several years ago. Each youngster had some type of emotional problem and therefore had been tested for emotional disturbance as well as for intelligence, school skills, neurological screening, and an interview by the psychologist in order to gain rapport. (See figure 15 and table 1). When the youngster was retested for school skills, emotional disturbance, honesty and levels of aspiration, he was not given an intelligence test. His teachers were interviewed about his social, educational, and emotional progress. (See table 2). Also the teachers were asked if there was anything significant about the home situation. Since this is the usual operating procedure for all children who are given psychological tests, the teachers were not aware that any study was being conducted. This was important since the investigator did not want the teachers to change in their relationships with the children and thus add another factor which could contaminate the findings in this study.

The investigator had established rapport with the teachers over the years and they would expect the investigator to ask follow-up questions such as were asked. When the children were reevaluated, the investigator explained to the children that they had been tested before and that they were being retested in order to measure progress. It would not affect the grades that they got in school, and the results of the test would not affect their placement. The children were then told that the investigator was interested in how they were doing in school and the test was to see how much improvement had taken place. The children were reminded that the investigator had tested them before and that he wanted to be able to see how much they had progressed. Despite this reassurance, a few youngsters were apprehensive enough to report the testing to their parents. Perhaps it was the parents' apprehension or anxiety and not the child's, but a school was contacted and the incident was resolved by the investigator giving personal reassurance to the parent and then notifying all the other families with a form letter that the children would be tested. They were advised that the investigator would share the results if they so desired and that the results would not be shared with the counselor, principal, or teacher unless the parent chose to do so. There had been three inquiries before the letter was sent, but there were no further questions and no parent asked for the results.

The biggest problem faced by the investigator was the number of children who had moved or dropped out of school. Every effort was made to test as large a sample as could be found. Every child who had been identified was retested if he still attended one of the six schools that the investigator served. Since all six schools comprise a contiguous geographic area with established feeder patterns, many of the children who no longer attended the school they attended when they were first tested, now attend one of the other schools that the investigator serves. Although some of the children who moved out of the six school area could have been retested by another psychologist, it was felt that this would add another factor and therefore might confuse the study. It was therefore established that only the investigator would retest the children. Five children in the study had been tested initially in another school by another psychologist. It was decided to keep these in the study and there was no significance between these five and the other children who had been seen by the investigator.(See table 3 and figure 16).

All of the children who were in the study were tested during the course of the school day. Some had been scheduled to be reevaluated because they continued to present a problem or else were being referred because they no longer presented a problem and were to be reevaluated for change in placement from a special class to a regular grade.

The testing time was approximately one half hour. The investigator was with the child during the entire time, with the exception of the minute or two that he deliberately left the room when the child was instructed to complete the Circle Test of Honesty.

All of the testing was completed over a six month period of time. Teachers were not always interviewed on the same day that the child was tested, but were interviewed within the same week.

All of the factors such as race, age, sex, grade, eye-hand dominance, intelligence, school skills, and degree of emotional disturbance were recorded and charted in various ways to see if any relationships could be determined. The key factor, the test of honesty, was given to every child in the experimental group as well as children in a control group. The children in the control group consisted of every child in several classes that were similar in age to the children who were in the experimental group. In some cases the children who were in the experimental group were members of these classes. Whenever one of these classes was used, the child who was in the experimental group was told not to participate since he was already tested. Each child in the control group was personally escorted by the investigator to the testing room. The child was seated and then the investigator gave the following instructions, which was given to every child in the experimental group and the control group: (See figures 17,18,&19). (Child's name), Here is a piece of paper with six circles on it. Hold the paper this way(with arrow side up). When you are told, you will close your eyes and mark an "X" in each circle if you can. Please make only six "X"'s on your paper. Keep your eyes closed until all six "X"'s have been made. I (the investigator) will leave the room in order to get the next child. Please remain in your seat until I return. You may open your eyes when you are finished but please don't put any "X"'s in the circles unless your eyes are closed. When the investigator returns to the room, he asks each child if he had his eyes closed during the time he put the "X"'s in the circles. This was to assure that directions were understood. No child admitted that he did not understand the directions and every child stated that his eyes were closed. (See figure 20, and Table 4).

The Circle Test of Honesty consists of six circles that had been drawn freehand on a sheet of paper. The paper was duplicated so that the distance between each circle and the size of the circles were standardized for everyone in both the experimental and the control groups. The distance from one circle to another was not equal and most youngsters could not put an "X" in more than two circles successfully without cheating. A class of twenty nine children, plus several friends and members of the investigator's family who were aware of the standardization that was being established, were blindfolded and most were unable to place more than two "X"'s in a circle.

A few of the children who were blindfolded were able to place four "X"'s in circles successfully. It was therefore established that anyone who placed five or six "X"'s in the circles had to have peeked. We must recognize that some of the children who placed less than five or six "X"'s in the circles may have cheated, and although there are ways of increasing the complexity of the test to eliminate this chance factor, it would have become so involved that undue stress would have been placed on the children and it could have altered the results. It was therefore decided to use this technique and to use only extreme cheating as the criteria of honesty. (See Table 5 and figures 21 and 22).

The results were quite interesting. The average child who had not been referred for a psychological examination was less likely to cheat than one who had already been identified as having emotional disturbance. It must be conceded that some of the children who were in a regular grade and who cheated will eventually be referred for a psychological examination. The only way to really evaluate this technique to see how accurately it can predict emotional disturbance on a long term basis, is to have a longitudinal study where large groups of children are followed for several years. Most children in the regular grade were honest, while most children who had been evaluated and found to be emotionally disturbed were dishonest in the test. The youngsters who had been placed in an E.D. class were presumed to be more disturbed than those who had not been placed. The result of the honesty test confirms this observation, showing that they were more dishonest than those who were not placed in E.D. classes. There was no attempt to see if the E.D. children who were honest were more withdrawn and therefore presented a different problem than the aggressive acting out type child that forms the core of most E.D. classes in the inner-city schools. Attempts were made to study what progress took place as a result of placement in an E.D. classroom. We find that those children who were considered more serious and therefore were placed instead of the less serious ones who remained in a regular grade, improved most in school skills (See fig. 14). It appeared that there was improvement in the academics for the children in E.D. as well as those who had been identified as having a problem that was not severe enough to need special class placement. There was more improvement in the academics than emotional growth. Although teachers and psychologists both agreed that some improvement took place as a result of the E.D. placement, ther was still an emotional problem after they had been returned to a regular grade. This would reflect the philosophy that the schools have in providing for E.D. children. The teacher sees the purpose of the E.D. class as a way to improve the child's school skills, and not necessarily to provide psychiatric intervention. The teacher sees improvement in terms of the ability of the child to be better able to function in his basic subjects of reading, spelling and math, even though he may still have much anxiety and have difficulty in his interpersonal relationships. The guidelines clearly stat that placement in an E.D. class is for a period of two years, and he is generally restored to a regular grade when his school skills improve.(See figure 28).

It is assumed that all of the children who were tested had some degree of emotional disturbance since the teacher has guidelines on which type of problem child would most likely benefit from a psychological examination. Each one of these referrals was then screened by the counselor of the school and then was referred to the psychologist on the basis of priority since the amount of psychological service that a school gets is limited. It can therefore be assumed that every child who was tested had some type of emotional problem, although some would not need the services of an E.D. class. Once children were identified as needing an E.D. class, only the most critical ones were placed, since space in the E.D. class was limited and there often was a waiting list.

Since the investigator has serviced all of the schools in the study for a period of ten years or more, all of the children in both the experimental and control groups have seen the investigator in the building and know that he is part of the professional staff. This would lesson the anxiety of performing with someone other than the child's teacher. The teacher reassured each child before he participated.

All of the teachers of the classes that were used as the control group were known to the investigator and were selected because they were experienced, capable, and had a good relationship with their class. The classes were picked to reflect age, and no school had too large a representation. (See figures 29,30,31,32,33,34,35,36,37, and 38).

The teachers of the children of the experimental group were all experienced teachers and without exception were capable and had a good relationship with their class. The schools were all stable and an observer would recognize the teaching situation in all of the schools to be positive. There was a satisfactory mix of race, age, sex, school skills, and family background. The children came largely from middle class families, although some were from the lower socioeconomic level and some came from a group home, which is considered one of the better group homes. While most children come from a home that has both parents present, there were those who lived in broken home situations, group homes and with relatives. There was no attempt to break down the home backgrounds of those in the control group, but a detailed breakdown of the experimental groups' families is shown in figure 30.

None of the children who were in either the experimental or control groups was reported to be wealthy and few were on welfare or destitute. The children in both the experimental and control groups who came from a group home, came from the Northern Home For Children.(See Table 14). This institution has been at the same location for over one hundred years. It is funded by the Department of Public Welfare and in addition has its own private endowment. It has a staff of five social workers, a supervisor of social workers, an executive director, an assistant director, a staff psychologist, a staff psychiatrist, several house parents, a program director, a full time maintenance person, cook, housekeepers, and gardeners. The amount of professional personnel is more than any other group home its size. It is well though of in the community and there are fund raising activities that are supported by the elite of the community.

Northern Home For Children at one time had both boys and girls, but now only has boys ranging in age from five through eighteen years. There are about sixty youngsters at any one time. They attend the Cook-Wissahickon Elementary School from kindergarten through sixth grade, and the attend Levering School for seventh and eighth grade. They then attend Roxborough High School for the ninth through twelfth grades.

The children are permitted to go home to relatives including either or both parents on weekends if both the parent and the child are agreeable. Some children never go home on weekends. The children are placed in the group home because their own families are undergoing a traumatic experience. Some children are there because their parents couldn't cope because of lack of money or dependency on alcohol or drugs. Some are placed in the home as being dependent while others are there because they are predelinquent. While most are placed there by their parents voluntarily, some are court committed. Some of these youngsters that are court committed are not allowed to see their parents. The children who are placed in Northern Home have suffered various emotional upheavals and some have responded better to help or therapy than others.

Every child who is placed in Northern Home is given a series of physical,psychiatric, and psychological tests before he is accepted at the Home. Many children are so damaged that they must be given psychiatric help as an out-patient in a mental health facility.

Northern Home recognizes the fact that many of its children could not function in a regular grade. They took the initiative and contracted with the Philadelphia Public Schools to supply teachers for E.D. classes that would be housed in the Northern Home but would be attached to Cook-Wissahickon and Levering Schools. The Northern Home funded four classes for a period of two years until the Philadelphia Public Schools and the State of Pennsylvania took over the funding. They realized that they had a better chance to provide a program of education if they established the classes rather than to wait for the School District of Philadelphia to initiate it. It cost them more money to get the program than if they had waited, but they did provide a service that would not have been available if they had waited. The classes are held in the Northern Home but the teachers work for the School District of Philadelphia. The teahers work until three P.M. and then work for the Northern Home in the late afternoon, evening, summer,or Saturday. The extra salary is paid by Northern Home and the teachers are employed as tutors or to supervise sporting events that the youngsters play. In addition to giving the teacher extra salary, it provides the teacher the opportunity to develop a good relationship with the boys, which would not be available in a regular classroom situation. Most of the teachers have remained with the Northern Home for several years.

In addition to the activities that the children have in the classes at Northern Home, the children utilize the facilities of the Cook-Wissahickon and Levering Schools for art,music, and other activities.

The classes are given a great deal of support by both the School District of Philadelphia and the Northern Home. Every class for emotionally disturbed children must have a monthly meeting of the advisory committee. The advisory committee for the classes at Northern Home consists of the principals of both Cook-Wissahickon and Levering Schools, the two counselors from the schools, the school district psychologist, the psychologist from Northern Home,the five social workers and the supervisor of social workers,the director of Northern Home, the four teachers,the supervisor of special education, the administrative assistant to the district superintendant, the supervisor of E.D. classes for the School District of Philadelphia and the psychiatrist for the School District of Philadelphia as well as the staff psychiatrist for Northern Home.

The meetings last three hours a month. Every child is discussed in detail, and time is devoted to discuss which children will be coming into the program and which children will be leaving. A plan is made for every child. Everyone on the team has homework to complete before the next meeting. Each person that has some input is given the opportunity to discuss every child. When children are either recommended to enter or leave the program, everyone votes on the candidate. If their is disagreement, the opinions, both positive and negative are recorded. Each person signs their name and writes their agreement or disagreement and gives supporting data. An individualzed educational plan is written at another meeting where specific long and short term goals are given. The plan includes an evaluation of the child by the psychologist, psychiatrist, social worker, educational diagnostician, and nurse and speech therapist if needed. The decision is then submitted to the district superintendant for approval and placement. If the placement is not approved, then the district office submits an alternative plan. If this is not accepted by the committee, then a meeting is arranged to resolve the differences.

Once the child is placed, he must be reevaluated at least once every two years. Once he returns to grade, a plan is formulated in order to help him adjust. This includes the use of the counselor and the social workers to give him the necessary support.

The format of the classes for emotionally disturbed children at Northern Home is similar to that of emotionally disturbed classes throughout the city, with the exception that in other classes the interaction is with the home and the school rather than between the school and the social agency. All of the children who need out patient mental health care are referred to an out patient clinic of the neighborhood mental health center.

Once children have reached the degree of social maturity and has acquired sufficient school skills, he is recommended for restoration to a regular grade. The usual placement in an E.D. class is two years but the placement is flexible enough so that some are sent back to regular grade in one year or less, while others remain in E.D. class for over three years.

Most of the children in the study, with the exception of children who come from Northern Home for Children, come from what would be classified as good home situations. Most of the homes have both parents, and at least one of the parents is employed. Where both parents are employed, arrangements are made to care for younger children either by older siblings or by relatives, neighbors, or babysitters. These children do not appear to be abused, and they have the necessities of life. Their homes are clean and well cared for and the children live in neighborhoods that are stable. There is some integration, racially in the neighborhoods from which the children come, and although there is an occasional accusation that someone called another a racial slur, there is no real open hostility that one can sense. Classes are integrated in a ratio of about two whites to every black, and the schools have some black faculty members but are not integrated in any large numbers. There appears to be a good relationship between the principals and the teachers of the schools that are involved. All of the teachers that participated in this study were cooperative and showed a great deal of interest. They also consistently show interest in the progress of the children, always volunteering help and showing much professionalism as well as empathy for their youngsters.

Although the main criteria for selecting the schools that were in the study was accessibility, they proved to be a cross-section representation of all of the children that attend the Philadelphia Public School System.

All of the schools are well run. The tone is that there are always an adequate number of activities going on, without excessive noise, and without the quietness of a prison. When a visitor walks down the hallway he will see children who are smiling and the children will greet the visitor with a friendly "Hello".

The children who are selected for the special classes are selected because of a felt need for this type of service, rather than for punishment. Children who are placed in these classes for the emotionally disturbed must have normal intelligence, have emotional disturbance that is severe enough to need more supervision and individualized attention than can be afforded in a regular grade and not be disturbed enough to be psychotic. Some of the children are acting out while others are withdrawn. Efforts are made to provide a balance so that both acting out and withdrawn children are placed in the same class. Above all, it is stressed to the child, the teacher, and the parent that the child is not placed in a classroom for emotionally disturbed children as a punishment, but in order to help him make a better adjustment in school.

The cost of this type of program is enormous. It costs about $5,000 to educate an emotionally disturbed child in a private school and about $2,500 to $3,000 to educate the same child in a public school classroom for emotionally disturbed children annually.

The selection process begins with the teacher making a referral to the counselor who interviews the child and after consulting with the principal and with the child's parent, prepares a formal request for psychological testing. School records are searched and medical data is gathered. The psychologist interviews the parent, teacher, counselor, principal, and the caseworkers if needed and then tests the child. The child is then given a thorough psychological battery of tests which consists of a test of general intelligence, tests of school skills such as reading, spelling, and arithmetic, an informal test of visual perception and auditory perception, and tests of personality traits.

If the child is found to be retarded,then the psychologist recomends that the child be placed in a classroom for the mentally retarded. If on the other hand, the youngster has organic problems which appear to be the major cause of his difficulty, then the psychologist will recommend that the child be given neurological evaluations and possibly be considered for a learning disability classroom. If however, the youngster's major problem appears to be emotional and the psychologist feels that he can be helped in a classroom for emotionally disturbed children, then the psychologist refers the youngster to the psychiatrist. The psychiatrist's main area of concern is that the child is not too disturbed to profit from this type of program. The program is not designed for psychotic children, and therefore any child who is too disturbed, is recommended for placement in a mental hospital.

Once both the psychologist and the psychiatrist agree that the youngster needs a classroom for emotionally disturbed children, the youngster's name is brought before the E.D. advisory committee that supports the classroom for which he is being considered. All of the children who have been identified by the psychologist and the psychiatrist are presented and discussed. A priority list is determined by a vote of all of the members of the advisory committee. Usually there is a consensus, but there is the opportunity for objections. The district superintendent makes the actual placement and the parent must be in agreement or else a due process hear ing takes place before change of placement is made. Long term and short term goals are discussed with the parents and plans are made for the teaching of the child.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.

Many observations were noted as a result of this study. When races were compared in observing progress in reading, spelling, and arithmetic, no difference was seen in the rate of progress in reading, but blacks improved most in spelling and arithmetic. This may lead to the conclusion that spelling and arithmetic are more closely related to cultural opportunities than reading. The children who were tested and retested who were white, averaged a growth rate of .79 in reading, a rate of .44 in spelling, and .54 in arithmetic in one year while the average black student improved .72 in reading, .67 in spelling, and .77 in arithmetic during that same period of time. (See figure 32).

Boys were compared to girls for growth in reading, spelling, and arithmetic. The girls improved in all areas over the boys. The boys' rate of progress in reading was .73, .44 in spelling, and .55 in arithmetic in one year while the girls averaged .86 in reading, .89 in spelling, and .99 in arithmetic. (See figure 33).

Younger children were compared to older children for rate of progress. The younger children improved in spelling and arithmetic at a better rate than the older children, but the older children's rate of progress in reading was greater. Children ages five to ten improved .70 in reading, .60 in spelling, and .82 in arithmetic in a year, while children ages eleven to seventeen improved .89 in reading, .39 in spelling, and .23 in arithmetic. (See figure 34).

The average rate of progress of all children tested was .76 in reading, .53 in spelling, and .64 in arithmetic in one year. (See figure 35).

The Circle Test of Honesty shows that forty percent of the boys were honest, since they scored below five circles completed in the Circle Test

Sixty percent of the boys showed poor moral judgement. Twenty-eight percent of the girls showed good moral judgement, and seventy-two percent did not. Forty-six percent of the white children were honest and fifty-four percent were dishonest. Twenty-six percent of the black children were honest and seventy-four percent were dishonest. There was no attempt to identify the control group by race or sex. It is significant that the average child in the experimental group was dishonest regardless of his racial or sexual classification, while the child in the control group was honest.(See fig. 36).

Rating For Emotional Disturbance-

When teachers rated children on a scale of one to seven on the basis of degree of emotional problem, we find that the average child rated as having no significant emotional problem (rated as #3) scored as forty-two percent honest and fifty-eight percent dishonest. Those that the teacher rated as disturbed enough to need E.D. placement, either for a short period of time (rated as #5) or in need of long-term placement (rated as #6), scored as thirty-four percent honest and sixty-six percent dishonest.

When two psychologists rated the same children that were rated by the teachers that was reported in the previous paragraph, the rating of children who had no significant emotional problem (rated as #3 or #4) scored nineteen percent honest and eighty-one percent dishonest. The children who were rated by the psychologists as disturbed enough to need either short term placement (rated as #5) or in need of long term placement (rated as #6), scored as forty-five percent honest and fifty-five percent dishonest.(See figure 37). This supports the observation that teachers are the people most capable of recognizing honesty in children.

When children in the experimental and the control group were compared for honesty, the children in the control group were more honest. Experimental group youngsters averaged thirty-nine percent honest and sixty-one percent dishonest. The control group scored seventy-seven percent honest and twenty-three percent dishonest.(See figures 38 and 39).

When honesty, as is measured by the circle test was compared to the rate of progress in reading, spelling, and arithmetic, children who were the most dishonest made the most improvement, and consequently improved the most in E.D. class proving to be the best candidates for E.D. placement. Those children who scored zero to four circles in the honesty test progressed at the rate of .50 in reading, .40 in spelling, and .57 in arithmetic in a years time. Those who completed five or six circles and thus were rated as dishonest progressed at the rate of .92 in reading, .62 in spelling and .59 in arithmetic.(See figures 14 and 40).

The children who had attended E.D. class scored as twenty-eight percent honest and seventy-two percent dishonest.(See figure 41).

The average I.Q. of the children in the study was 89. There were one hundred and thirty four children in the control group and one hundred twenty two in the experimental group. When the children who had an I.Q. of ninety and above were compared to the ones who had an I.Q. below ninety, the higher I.Q.'s improved more in spelling and arithmetic, but the rate of progress was the same as I.Q.'s of 89 and below in reading. The I.Q. of ninety and above increased their reading by .78, their spelling by .55, and arithmetic by .72. The I.Q. of 89 and less, had an average progress of .77 in readint, .46 in spelling, and .57 in arithmetic.(See figures 42 & 43).

Children who had been placed in the E.D. class have improved over the children who had been tested and not placed in an E.D. class. This included children who were not as seriously disturbed as the children in the E.D.(fig. 44).

The progress in reading was .89, spelling .75 and arithmetic .68 in a year.

Children who had been in an E.D. class improved more in their school skills than non-E.D. children, but just as much as non-E.D. children in emotional stability as evaluated by their teacher. They are less honest than non-E.D.'s who were tested, and much less honest than the children in regular grade who were used as a control group. (See figure 56).

Sixty four percent or thirty children who were in an E.D. class were rated as having improved at least one gradation on a scale from one to seven in levels of emotional disturbance, two percent or one child deteriorated, and thirty four percent or sixteen children remained the same. This was compared to sixty six percent or seventy nine children who were not in the E.D. class but had been tested and retested and who were reported to have improved, two percent or three children who deteriorated and thirty two percent or thirty eight children who remained the same between test and retest on the same scale of one to seven that was used for the E.D. group.

Children who were not in an E.D. class but were labeled #4, #5, or #6, in emotional disturbance were compared in their progress in reading, spelling, and arithmetic. The rate of progress for those rated as #4 in reading was .65, spelling .19, and arithmetic .47. Those who were rated as #5 scored .74 in reading, .45 in spelling, and .58 in arithmetic. Those rated as #6 scored .06 in reading, -.004 in spelling, and .51 in arithmetic. (See figure 57).

The teachers and the two psychologists rated the emotional stability of each child in the study on a scale of from one to seven, and a comparison was made between the average child in the group identified by the psychologists and those identified by the teachers. The average rating by the teacher was 4.24 and the psychologist's rating was 4.56, both rating the average child who was retested as having some emotional problem that would cause him to be seen as a "pain in the neck" but not requiring an E.D. class at the present time.(See figures 58 and 59).

When teacher's ratings of children on a scale of one to seven was compared to progress in school skills, the youngsters who were rated #5, those who need short term placement in E.D. improved the most in reading with .97, spelling of .67, and arithmetic .79.(See fig. 60).

When levels of aspiration as measured by the vocational selection were compared to rate of progress in reading, spelling, and arithmetic, the youngsters who did not know what they wanted to be scored the greatest gain in progress followed by those who wanted to be professionals. Those who did not know what they wanted to do scored .97 gain in reading, .45 in spelling, and .62 in arithmetic. Those who wanted to be professionals scored .80 in reading, .40 in spelling, and .80 in arithmetic.(See fig. 61). The results indicate that the children were too young to make a valid vocational choice.

When eye-hand dominance was compared to the rate of progress in reading, spelling, and arithmetic, children with left eye and right hand improved the most with a growth rate of .82 in reading, .66 in spelling, and .66 in arithmetic. When the type of home situation was compared to the rate of progress in reading, spelling, and arithmetic, children who lived at Northern Home for Children had the most growth in reading with a rate of .88 and spelling with a growth rate of .59. The children who lived at home with their father absent from the home, had the most growth in arithmetic with a growth rate of .97.(See figure 62).

Seventy-two percent of the children who had been in an E.D. class or were presently in an E.D. classroom scored as dishonest on the Circle Test of Honesty. These children were considered to be severely disturbed enough to need a teacher and an aide for the entire school day. There were only eight children in the class and additional support was received from a mental health consultant. Most of the children were considered acting out type children who had poor impulse control, a poor self image, poor interpersonal relationships with adults and/or peers, poor attitudes towards school, and poor work and social habits. While every child in the E.D. class did not possess every trait, a majority of the children had most, to all, of these traits.

The children who were in the experimental group who had not been in an E.D. classroom scored as sixty-one percent dishonest. These children had many of the same behavioral traits as the children who were placed in an E.D. classroom, but to a lesser degree. They too scored well within the dishonest classification but not as high as the ones who had been placed. It can be assumed that the schools would have recommended their most disturbed children, at least those who were exhibiting the most deviation for early placement in the E.D. class. They were given priority placement because they were most annoying to teachers and administrators or because they were seen to need the most help. In any case the children with the most disturbance scored the highest degree of dishonesty. Thus we would expect the E.D. child to be more dishonest that the child who was identified as having emotional disturbance but who is not placed in an E.D. classroom. This child's group was sixty-one percent dishonest.

The children in the control group scored as twenty three percent dishonest. The chi square formula proved that this could not have occurred by pure chance. We therefore see that those children who are emotionally disturbed have a higher rate of dishonesty than the general population. Hypothesis 2- shows concern over the measurable improvement that had taken place as a result of the child having been placed in an E.D. classroom. It states that placement in an E.D. classroom will cause significant improvement in the basic school skills of reading, spelling, and arithmetic. The children who had been tested and placed in E.D. class were compared to the children who had emotional problems and who were not placed in E.D. class. Those who were in E.D. improved at the rate of approximately .89 in reading, .75 in spelling, and .68 in arithmetic, while the emotionally disturbed children, who incidently were less disturbed scored approximately .78 in reading, .55 in spelling, and .63 in arithmetic. This is a clear indication that placement in a self contained E.D. class was beneficial and bore positive results.

Hypothesis 3- has dealt with attitudes and was more difficult to prove. The hypothesis stated that E.D. placement will help a student improve his attitude as is measured by the Circle Test of Honesty and by teachers' ratings. All of the children were given the Circle Test of Honesty and were graded. Then their teachers were interviewed individually and asked to rate the student as to how they were emotionally. This rating was completed informally by their answering questions presented by the investigator. The investigator then scored the responses on a scale of one to seven, the one being a child who had no emotional disturbance and was considered a class leader to the seven, as the child who would need to be placed in a mental hospital. Of the children who had been in an E.D.

class, sixty-four percent improved, two percent deteriorated, and thirty-four percent remained the same.

Those children who were in the E.D. class and who improved the most in their school skills had the highest scores in dishonesty as was measured by the Circle Test of Honesty (See fig. 40). This would lead one to conclude that placement in the E.D. class was responsible for improvement in school skills and that although the teacher felt there was improvement in emotional factors, the factor of honesty was not affected by placement in an E.D. class. This would support the concept that E.D. placement deals with the education of the youngster in academic terms without really changing the emotional factors at anything other than a surface level. The mental health clinic attempts to change the personality and emotional behavior of the individual, while the E.D. classroom attempts to stress the acquiring of school skills and to teach better social and work skills. It is therefore concluded that any changes in personality will be minimal. Since this is the goal of placement in an E.D. class, the results cannot be considered disappointing.

Hypothesis 4--that teachers and psychologists will agree basically in their judgment of which children improved in emotional areas is quite controversial. Studies have shown that since the training of teachers is different from psychologists, it would be conceivable that great differences should exist. Teachers would be expected to be less tolerant of behavior deviation than the psychologist for many reasons including that the teacher has less time to deal with disruptive behavior because of the pressures to teach the other children. A child who is disruptive may influence other children to become disruptive. The teacher may feel insecure when the children defy her and blame herself for the lack of control. Principals usually consider control as the essence of good teaching. The psychologist, on the other hand, only works with one child at a time. Since the child does not have an audience to "play to", there is less deviant behavior when the child is with the psychologist. Also much disruptive behavior results from inter-play with other children. If there are not other children, there will be no fighting. The psychologist feels secure enough to recognize any behavior deviation as reflecting the child's own personality. If the child does not respond appropriately, the psychologist can observe the deviation without becoming personally involved. With this in mind, two psychologists independently graded the projective tests of all of the children in the experimental group on a scale of one to seven as to the degree of emotional disability the child had. The results were compared to the grading of children by their teachers, using the same scale. The teachers did not grade the children directly but gave a verbal description based on questions that were asked by the investigator. These questions included how the child was interacting with his peers, if he had friends, if he had many fights, if he appeared to be happy, if there were problems with his family, and what type of placement the teacher would recommend. On a scale of one to seven, both psychologists and all of the teachers felt the average child in the study exhibited annoying behavior but were not disturbed enough for E.D. placement. There was little difference in what the teachers saw as disturbed and what the psychologists saw as disturbed. The investigator, as an observer also felt that growth in social and work habits had taken place.

Hypothesis 5--is the most controversial aspect of this study. It explores sex and race. Since these are sensitive areas and open to much criticism, one must be careful of how these statistics are interpreted. The number of female participants who were in E.D. class was so low that statistics could be considered questionable. Although the black students were more dishonest than the white students, we were not able to pinpoint why. We did not make any attempt to discover if this also occurred in the control group. Did the black child feel more threatened because the investigator was white? Did he feel more threatened because he was in the minority in all but one of the schools in the study? Since this was not the major problem in the study, the investigator did not attempt to deal at any great length with this problem and feels that others may wish to investigate this problem.

The rate of progress in reading was approximately the same between white and black students. The black students improved considerably in spelling over their white counterparts and moderately over their white classmates in arithmetic (See figure 32). The average growth rate for girls who had been in E.D. was 1.24 in reading, 2.07 in spelling, and 1.84 in arithmetic. While the rate of growth of all children in the E.D. class was .89 in reading, .75 in spelling, and .68 in arithmetic (see Table 6).

Hypothesis 6--teachers and psychologists have recognized a relationship between mixed eye-hand dominance and difficulties children have in school. Every child who was in the experimental group was tested for eye-hand dominance. We found that eye-hand dominance was not a major factor affecting the rate of growth of the children who were involved. In fact the greatest progress in growth in the school subjects of reading, spelling, and arithmetic occurred when the child was left eye and right hand dominant.

This study differs from studies of learning disabled children who have no emotional overlay. Perhaps another study could investigate why children who have emotional problems are not adversely affected by mixed eye-hand dominance while children who are not emotionally disturbed have a serious problem in this area.

All of the children were interviewed as to their vocational choice. The vocational choices were then divided into the following categories:professional, skilled, semi-skilled, unskilled, not sure, and glamorous. The rate of progress was then charted to see which group had the highest rate of progress. Those children who were not sure of vocational choice improved the most in reading and spelling over the second highest category, that of wanting to be a professional. The children who chose to be a professional scored the highest in arithmetic. This was in contrast to what the investigator thought would happen.

Another hypothesis was that younger children would progress more than older children since there was more chance for intervention. The study shows that older children improved more in reading but that younger children improved more in spelling and arithmetic (See figure 45).

Conclusions

1. Children who have some emotional problems that are severe enough to need a psychological examination, lack the moral judgment that the average child possesses.

2. Children who are placed in self-contained E.D. classes improve in school skills over those who are referred by teachers but not placed by psychologist.

3. No differences were noted in rate of progress between whites and blacks in reading, but blacks improved over whites in spelling and arithmetic.

4. Girls improved in all subject areas over boys.

5. Younger children improved over older children in spelling and arithmetic, but older children improved more in reading.

6. Both teachers and psychologists agree to the degree of emotional disturbance that is exhibited by children who are referred for a psychological examination.

7. Children who scored as lacking moral judgment improved most in school skills.

8. Children with higher I.Q.'s who are emotionally disturbed improve in spelling and arithmetic over lower I.Q. children, but there is no difference in reading.

9. Children in E.D. classes improve in school skills over emotionally disturbed children who are not so placed, but there is no difference in rate of improvement between the two groups in social development.

10. Levels of aspiration as measured by vocational choice did not appear to influence the rate of progress in school skills.

11. Eye-hand dominance did not appear to affect the rate of progress in school skills.

Recommendations

1. It is hoped that a longitudinal study would follow all of the children who were give the Circle Test in order to see if placement in an E.D. classroom will influence long term change in rate of progress in school skills as well as changes in behavioral patterns.
2. The Circle Test should be given to large groups of children and data should be collected so that we can see if racial, sexual, and class factors that were seen in the experimental group would be seen in the general population.
3. The Circle Test should be refined so that the circles are reduced in size. This would reduce the possibility of obtaining a cheating score by chance.
4. A follow up study of the children who were in the control group should be made in order to see if the children who lacked moral judgment have emotional problems that would make them good candidates for E.D. classes.

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Appendix A

Test Battery.

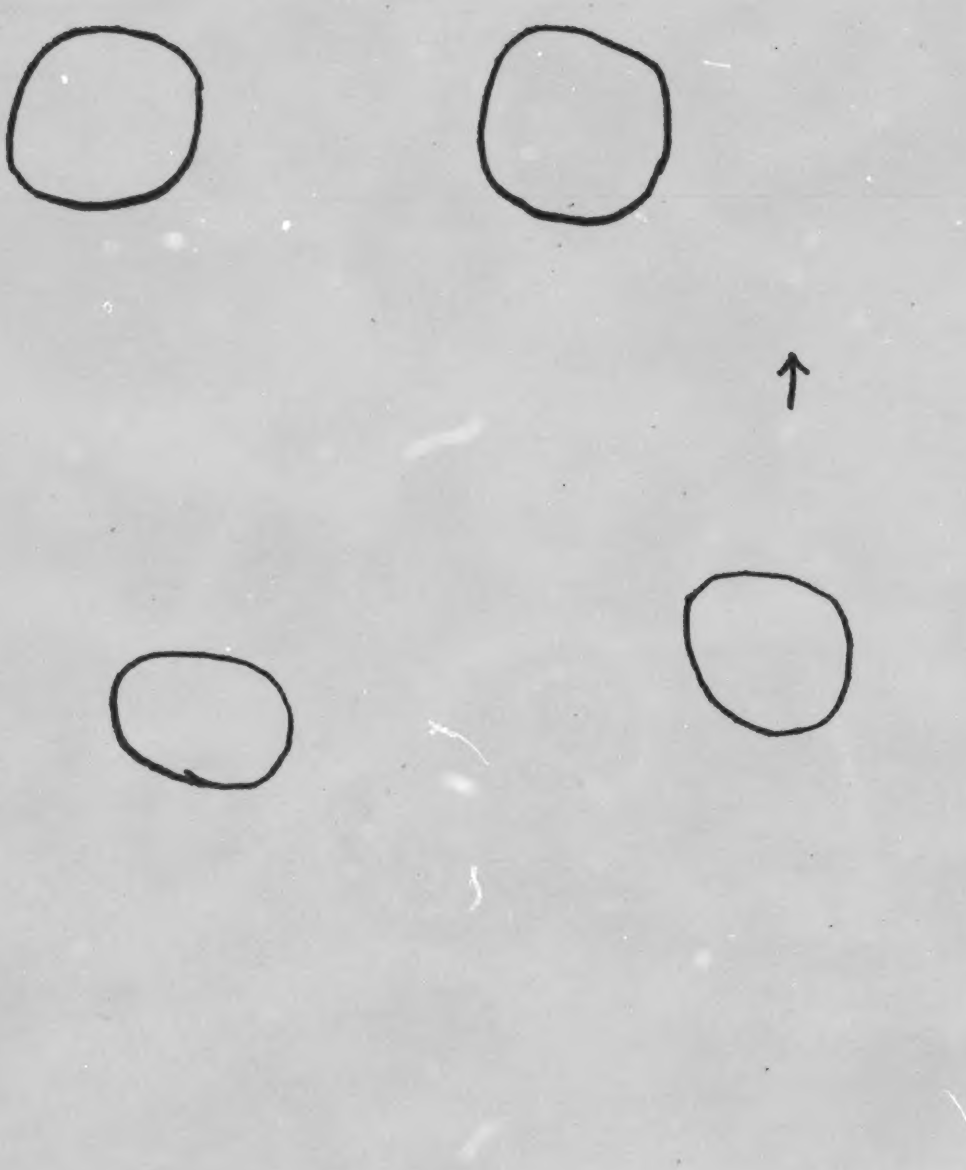
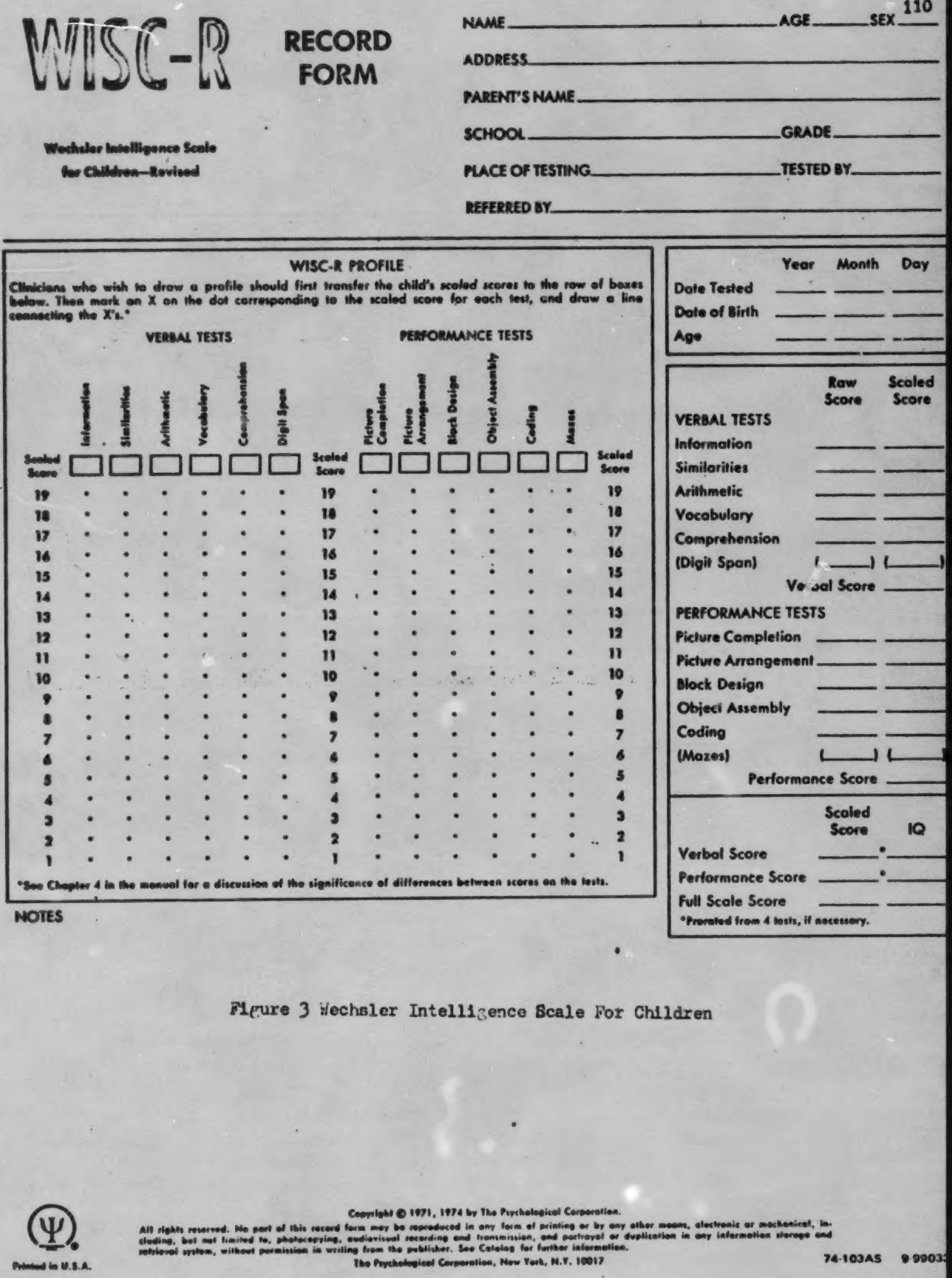


Figure 2 Circle Test of Honesty



WISC-R RECORD FORM

Wechsler Intelligence Scale for Children—Revised

NAME ____________ AGE ______ SEX ______
ADDRESS ____________
PARENT'S NAME ____________
SCHOOL ____________ GRADE ______
PLACE OF TESTING ____________ TESTED BY ______
REFERRED BY ____________

WISC-R PROFILE

Clinicians who wish to draw a profile should first transfer the child's scaled scores to the row of boxes below. Then mark an X on the dot corresponding to the scaled score for each test, and draw a line connecting the X's.*

Scaled Score	Information	Similarities	Arithmetic	Vocabulary	Comprehension	Digit Span	Scaled Score	Picture Completion	Picture Arrangement	Block Design	Object Assembly	Coding	Mazes	Scaled Score
	VERBAL TESTS							PERFORMANCE TESTS						
	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	☐	
19	•	•	•	•	•	•	19	•	•	•	•	•	•	19
18	•	•	•	•	•	•	18	•	•	•	•	•	•	18
17	•	•	•	•	•	•	17	•	•	•	•	•	•	17
16	•	•	•	•	•	•	16	•	•	•	•	•	•	16
15	•	•	•	•	•	•	15	•	•	•	•	•	•	15
14	•	•	•	•	•	•	14	•	•	•	•	•	•	14
13	•	•	•	•	•	•	13	•	•	•	•	•	•	13
12	•	•	•	•	•	•	12	•	•	•	•	•	•	12
11	•	•	•	•	•	•	11	•	•	•	•	•	•	11
10	•	•	•	•	•	•	10	•	•	•	•	•	•	10
9	•	•	•	•	•	•	9	•	•	•	•	•	•	9
8	•	•	•	•	•	•	8	•	•	•	•	•	•	8
7	•	•	•	•	•	•	7	•	•	•	•	•	•	7
6	•	•	•	•	•	•	6	•	•	•	•	•	•	6
5	•	•	•	•	•	•	5	•	•	•	•	•	•	5
4	•	•	•	•	•	•	4	•	•	•	•	•	•	4
3	•	•	•	•	•	•	3	•	•	•	•	•	•	3
2	•	•	•	•	•	•	2	•	•	•	•	•	•	2
1	•	•	•	•	•	•	1	•	•	•	•	•	•	1

*See Chapter 4 in the manual for a discussion of the significance of differences between scores on the tests.

	Year	Month	Day
Date Tested			
Date of Birth			
Age			

	Raw Score	Scaled Score
VERBAL TESTS		
Information		
Similarities		
Arithmetic		
Vocabulary		
Comprehension		
(Digit Span)	( )	( )
Verbal Score		
PERFORMANCE TESTS		
Picture Completion		
Picture Arrangement		
Block Design		
Object Assembly		
Coding		
(Mazes)	( )	( )
Performance Score		

	Scaled Score	IQ
Verbal Score	*	
Performance Score	*	
Full Scale Score		

*Prorated from 4 tests, if necessary.

NOTES

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Figure 3 Wechsler Intelligence Scale For Children

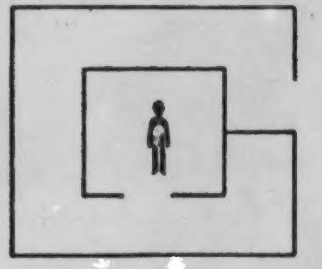
WISC-R

MAZES
CODING

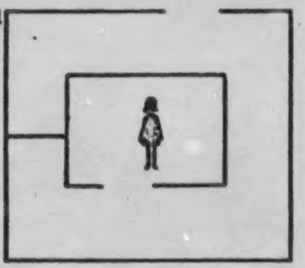
NAME____

EXAMINER____________________DATE________________

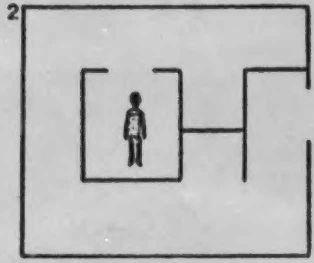
SAMPLE



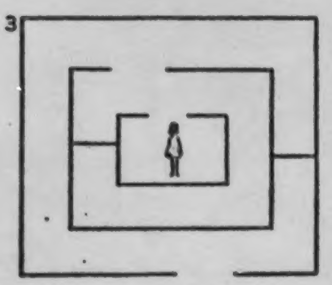
1



2



3



4

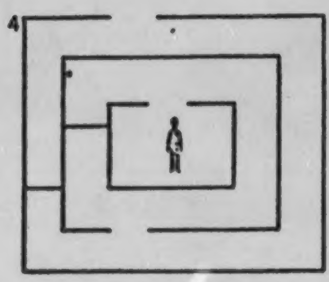


Figure 4 Wechsler Coding and Mazes.

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77-121T

Name ______ School ______ Grade ______ Telephone # ______

Address ______ Sex male female Race white black

Date of birth / / Date of this record / /

Wisc-R	Date of first test Time interval__months..skills____months.	Today's test
Verbal IQ ____	Reading Gates Durrell grade ____	Reading Gates Durrell ____
Performance IQ ____	Spelling grade ____	Spelling grade ____
Full Scale IQ ____	Arithmetic (WRAT) grade ____	WRAT Arithmetic grade ____

Projective Tests: House-Tree-Person Bender-Gestalt number correct ____ (circle test)

Eye-Hand dominance eye_____ hand_____

Home Environment

Father: present absent deceased good relationship poor relationship

Mother: present absent deceased good relationship poor relationship

Medical history: no problem/

Levels of aspiration: unskilled skilled professional glamour

Attendance (number of days absent) 1 to 10 11 to 40 over 40 days

Youngster was in E.D. class______

Appraisal of how severe emotional problem was when first tested

(5) Very positive (4) above average (3) average (2) below average (1) very poor

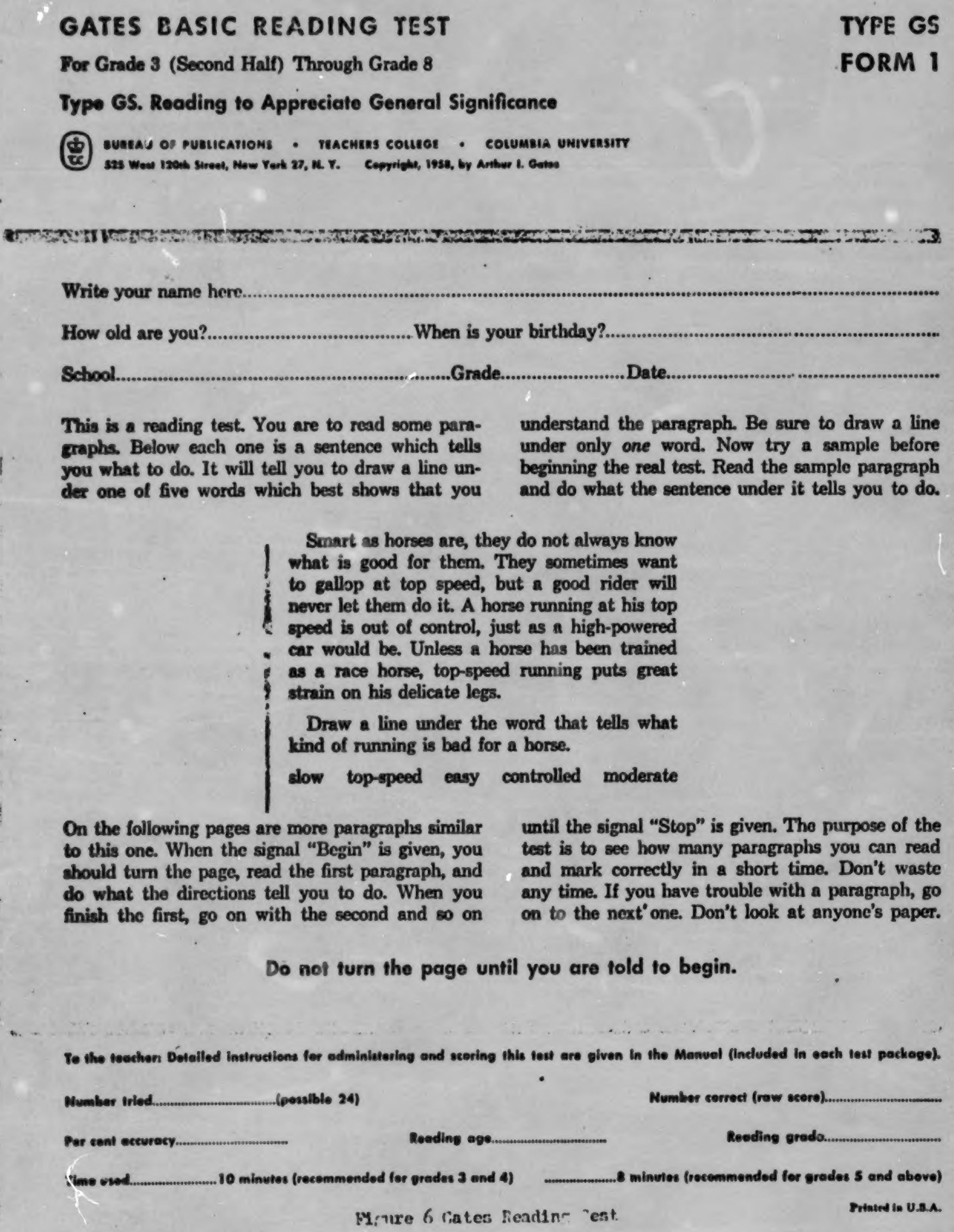
Appraisal of how severe emotional problem is today

Social Adjustment

	very good	good	average	below average	very poor
Teacher's estimate					
Psychologist #1 estimate based on projective drawings					
Psychologist #2 estimate based on drawings					

Figure 5 Face Sheet

Marvin Feigenberg-Psychologist



GATES BASIC READING TEST

TYPE GS

FORM 1

For Grade 3 (Second Half) Through Grade 8

Type GS. Reading to Appreciate General Significance

BUREAU OF PUBLICATIONS • TEACHERS COLLEGE • COLUMBIA UNIVERSITY
525 West 120th Street, New York 27, N. Y. Copyright, 1958, by Arthur I. Gates

Write your name here..

How old are you?.................... When is your birthday?....................

School.................... Grade.................... Date....................

This is a reading test. You are to read some paragraphs. Below each one is a sentence which tells you what to do. It will tell you to draw a line under one of five words which best shows that you understand the paragraph. Be sure to draw a line under only *one* word. Now try a sample before beginning the real test. Read the sample paragraph and do what the sentence under it tells you to do.

Smart as horses are, they do not always know what is good for them. They sometimes want to gallop at top speed, but a good rider will never let them do it. A horse running at his top speed is out of control, just as a high-powered car would be. Unless a horse has been trained as a race horse, top-speed running puts great strain on his delicate legs.

Draw a line under the word that tells what kind of running is bad for a horse.

slow top-speed easy controlled moderate

On the following pages are more paragraphs similar to this one. When the signal "Begin" is given, you should turn the page, read the first paragraph, and do what the directions tell you to do. When you finish the first, go on with the second and so on until the signal "Stop" is given. The purpose of the test is to see how many paragraphs you can read and mark correctly in a short time. Don't waste any time. If you have trouble with a paragraph, go on to the next one. Don't look at anyone's paper.

Do not turn the page until you are told to begin.

To the teacher: Detailed instructions for administering and scoring this test are given in the Manual (included in each test package).

Number tried..................(possible 24) **Number correct (raw score)..................**

Per cent accuracy.................. **Reading age..................** **Reading grade..................**

Time used..................10 minutes (recommended for grades 3 and 4) **..................8 minutes (recommended for grades 5 and above)**

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Figure 6 Gates Reading Test

Durrell Diagnostic Reading Inventory Paragraphs Oral Reading

1. Muff
Muff is a little yellow kitten.
She drinks milk. She sleeps on a chair.
She does not like to get wet.

2. The Dog
A little black dog ran away from home. He played with two big dogs. They ran away from him. It began to rain. He went under a tree. He wanted to go home, but he did not know the way. He saw a boy he knew. The boy took him home.

3. Camping
Six boys put up a tent by the side of the river. They took things to eat with them. When the sun went down, they went into the tent to sleep. In the night, a cow came and began to eat grass around the tent. The boys were afraid. They thought it was a bear.

4. The Boat
Henry goes to a large lake in summer. Last summer, a motorboat sank near his house. The boat had ten men on it. The man who was running the boat brought it very close to the shore when the water was low. He hit a big rock under water. It made a hole in the bottom of the boat. The water came in very fast. All of the men swam to shore.

5. Robert Fulton
In 1807, Robert Fulton took the first long trip in a steamboat. He went one hundred and fifty miles up the Hudson River. The boat went five miles an hour. This was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this new kind of boat go by. The fishermen did not like the boat. They were afraid that its noise and splashing would drive away all the fish.

6. Diamonds
The richest diamond field in the world is in South Africa. Deep pits yield a hard substance called "blue ground" which contains the diamonds. The blue ground is spread over the drying fields for a year. The weather gradually crumbles it. Then it is taked up and run through washing machines which sort out the stones and the diamonds. The value of the diamonds is determined by color, size, and purity. Blue, yellow, orange, brown, and green diamonds have been discovered. The most valuable ones are pure white. The largest diamond ever found weighed almost two pounds.

Figure 7 Durrell Reading Test

Sentences For Spelling Test

Grade 2	The old cat ran away.
	Put the eggs in the box.
Grade 3	We will buy some meat at the store.
	The lion is a large animal.
Grade 4	Everyone likes the month of October.
	I'll get a job in July.
Grade 5	The scouts went to a wonderful ranch for vacation.
	Do you listen to the news programs on the radio.
Grade 6	The grocery stores advertise in the newspapers.
	The president made an important speech to the citizens.
Grade 7	The secretary of the association made duplicate copies of the report.
	The exhibit is given for the benefit of the society.
Grade 8	Please register the parcel and give me a receipt.
	To be an artist, an individual should possess unusual imagination.
Grade 9	The physician was a passenger on the airplane.
	The lawyer was looking for a vacant residence.

Figure 8 Spelling Test

1978 EDITION

WIDE RANGE ACHIEVEMENT TEST

By J. F. Jastak, S. W. Bijou, S. R. Jastak

Name ....**Sex: M. F.** **Birthday** ....**Chron. Age** ....

Scores: RAW GRADE % ILE STAND.

School ....**Grade** ...... **Reading** ....

Referred by .... **Spelling** ....

Date ....**Examiner** .... **Arithmetic** ....

PAGE 1: SPELLING I & II

—	|	/	\	O	X	┘	V	┐	+	Λ	┌	Δ	⊐	⊔	∇	⊏	⊓

Name ________________________

1.________________

2.________________

3.________________

4.________________

5.________________

6.________________

7.________________

8.________________

9.________________

10.________________

11.________________

12.________________

13.________________

14.________________

15.________________

16.________________

17.________________

18.________________

19.________________

20.________________

21.________________

22.________________

23.________________

24.________________

25.________________

26.________________

27.________________

28.________________

29.________________

30.________________

31.________________

32.________________

33.________________

34.________________

35.________________

36.________________

37.________________

38.________________

39.________________

40.________________

41.________________

42.________________

43.________________

44.________________

45.________________

46.________________

FOR INDIVIDUAL AND GROUP COMPARISONS USE ONLY STANDARD SCORES ON PAGES 16 TO 42 OF MANUAL.

LEVEL I

Raw Scores Test	Cumul. Score
Copying	
1 point	1
per	to
mark	18
Name	
1 letter	19
2 letters	20
Spelling	
1 point	21
per	to
word	65

Grade Norms

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	N.5	12	Kg.4	23	1.5	34	3.0	45	5.7	56	10.3
2	N.8	13	Kg.5	24	1.6	35	3.2	46	6.0	57	10.9
3	Pk.1	14	Kg.6	25	1.7	36	3.5	47	6.3	58	11.5
4	Pk.2	15	Kg.7	26	1.8	37	3.7	48	6.5	59	12.2
5	Pk.3	16	Kg.8	27	2.0	38	3.9	49	6.8	60	13.0
6	Pk.5	17	Kg.9	28	2.2	39	4.2	50	7.2	61	13.8
7	Pk.7	18	Gr.1.0	29	2.3	40	4.5	51	7.7	62	14.5
8	Pk.9	19	1.1	30	2.5	41	4.7	52	8.2	63	15.2
9	Kg.1	20	1.2	31	2.6	42	5.0	53	8.7	64	15.9
10	Kg.2	21	1.3	32	2.7	43	5.3	54	9.2	65	16.7
11	Kg.3	22	1.4	33	2.9	44	5.5	55	9.7		

LEVEL II

Raw Scores Test	Cumul. Score
Copying	
4-9	1
10-17	2
18	3
Name	
1 letter	4
2 letters	5
Spelling	
1 point	6
per	to
word	51

Grade Norms

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
0	Kg.2	11	4.0	21	6.7	31	9.0	41	12.4
1	Kg.6	12	4.3	22	6.8	32	9.3	42	12.8
2	Gr.1.0	13	4.6	23	7.0	33	9.6	43	13.2
3	1.3	14	4.9	24	7.2	34	9.9	44	13.6
4	1.6	15	5.2	25	7.4	35	10.2	45	14.0
5	1.9	16	5.5	26	7.6	36	10.5	46	14.4
6	2.2	17	5.8	27	7.8	37	10.8	47	15.0
7	2.6	18	6.1	28	8.1	38	11.2	48	15.7
8	3.0	19	6.3	29	8.4	39	11.6	49	16.4
9	3.3	20	6.5	30	8.7	40	12.0	50	17.2
10	3.7							51	18.0

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Figure 9 Wide Range Achievement Test

Draw A House

Figure 10 Draw A House (Part of House-Tree- Person Test)

Figure 11 Draw A Tree (Part of House-Tree-Person Test)

Draw A Person

Figure 12 Draw a Person Part of House-Tree- Person Test

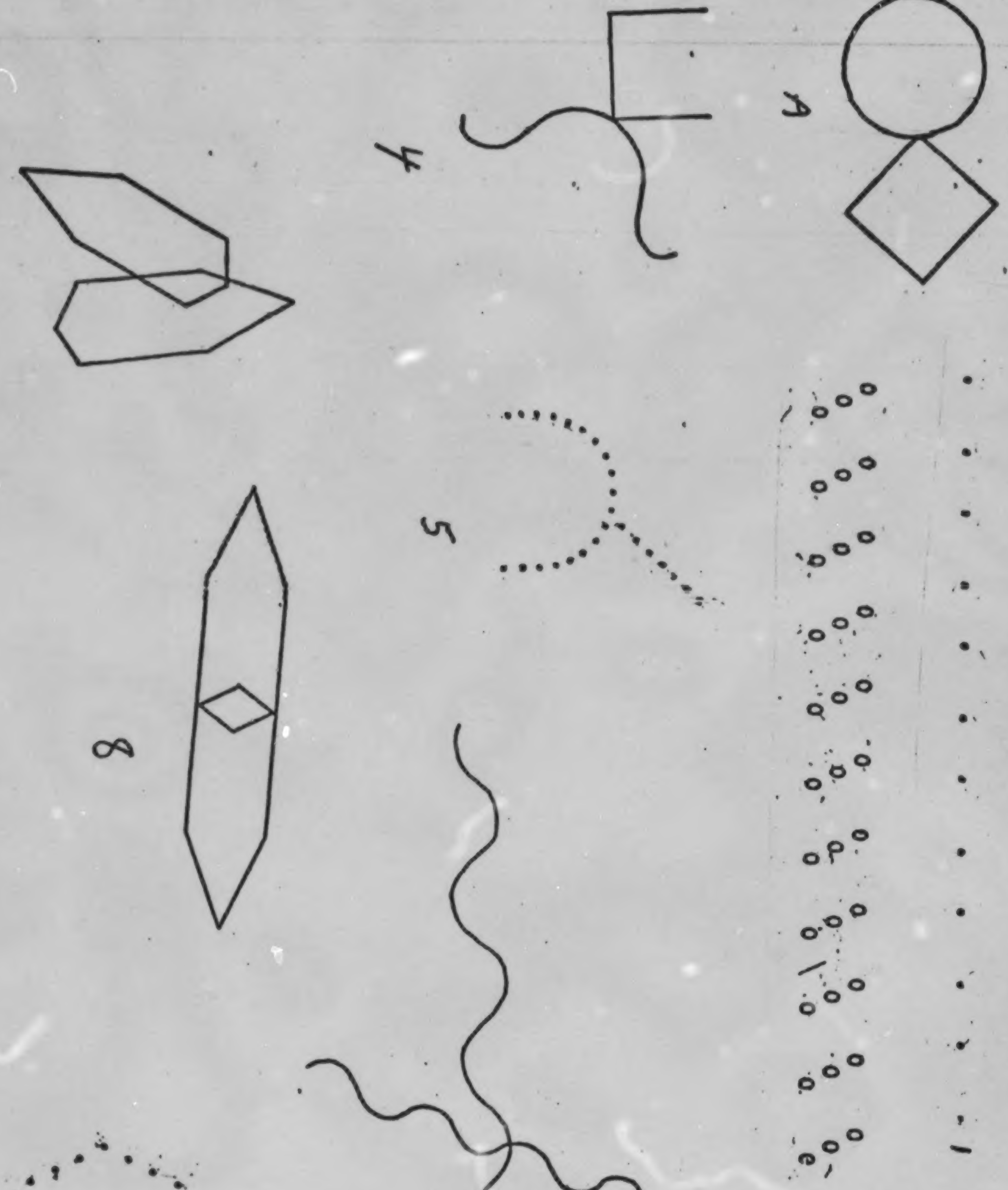
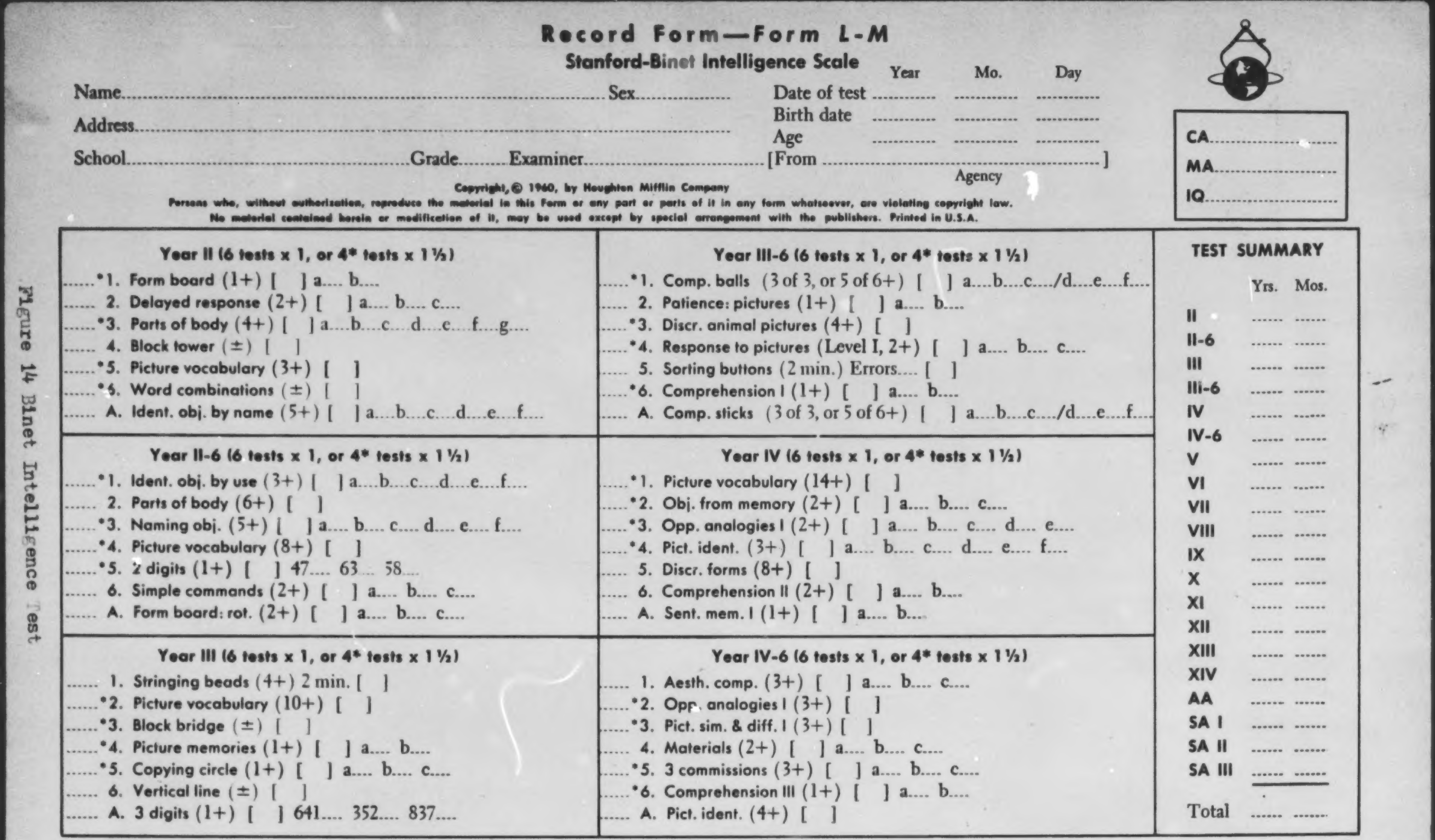


Figure 13 Bender-Gestalt



Record Form—Form L-M
Stanford-Binet Intelligence Scale

Name.. Sex..............

Address..

School.............................. Grade......... Examiner..............................

	Year	Mo.	Day
Date of test	....	....	....
Birth date	....	....	....
Age	....	....	....

[From ....]
Agency

CA..........................
MA..........................
IQ..........................

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Year II (6 tests x 1, or 4* tests x 1½)

......*1. Form board (1+) [ ] a.... b....
...... 2. Delayed response (2+) [ ] a.... b.... c....
......*3. Parts of body (4+) [ ] a....b....c....d....e....f....g....
...... 4. Block tower (±) [ ]
......*5. Picture vocabulary (3+) [ ]
......*6. Word combinations (±) [ ]
...... A. Ident. obj. by name (5+) [ ] a....b....c....d....e....f....

Year II-6 (6 tests x 1, or 4* tests x 1½)

......*1. Ident. obj. by use (3+) [ ] a....b....c....d....e....f....
...... 2. Parts of body (6+) [ ]
......*3. Naming obj. (5+) [ ] a.... b.... c.... d.... e.... f....
......*4. Picture vocabulary (8+) [ ]
......*5. 2 digits (1+) [ ] 47.... 63.... 58....
...... 6. Simple commands (2+) [ ] a.... b.... c....
...... A. Form board: rot. (2+) [ ] a.... b.... c....

Year III (6 tests x 1, or 4* tests x 1½)

...... 1. Stringing beads (4+) 2 min. [ ]
......*2. Picture vocabulary (10+) [ ]
......*3. Block bridge (±) [ ]
......*4. Picture memories (1+) [ ] a.... b....
......*5. Copying circle (1+) [ ] a.... b.... c....
...... 6. Vertical line (±) [ ]
...... A. 3 digits (1+) [ ] 641.... 352.... 837....

Year III-6 (6 tests x 1, or 4* tests x 1½)

......*1. Comp. balls (3 of 3, or 5 of 6+) [ ] a....b....c..../d....e....f....
...... 2. Patience: pictures (1+) [ ] a.... b....
......*3. Discr. animal pictures (4+) [ ]
......*4. Response to pictures (Level I, 2+) [ ] a.... b.... c....
...... 5. Sorting buttons (2 min.) Errors.... [ ]
......*6. Comprehension I (1+) [ ] a.... b....
...... A. Comp. sticks (3 of 3, or 5 of 6+) [ ] a....b....c..../d....e....f....

Year IV (6 tests x 1, or 4* tests x 1½)

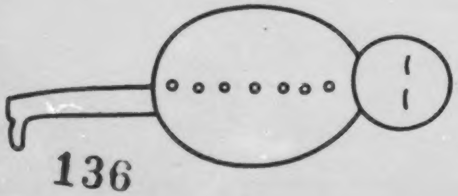
......*1. Picture vocabulary (14+) [ ]
......*2. Obj. from memory (2+) [ ] a.... b.... c....
......*3. Opp. analogies I (2+) [ ] a.... b.... c.... d.... e....
......*4. Pict. ident. (3+) [ ] a.... b.... c.... d.... e.... f....
...... 5. Discr. forms (8+) [ ]
...... 6. Comprehension II (2+) [ ] a.... b....
...... A. Sent. mem. I (1+) [ ] a.... b....

Year IV-6 (6 tests x 1, or 4* tests x 1½)

...... 1. Aesth. comp. (3+) [ ] a.... b.... c....
......*2. Opp. analogies I (3+) [ ]
......*3. Pict. sim. & diff. I (3+) [ ]
...... 4. Materials (2+) [ ] a.... b.... c....
......*5. 3 commissions (3+) [ ] a.... b.... c....
......*6. Comprehension III (1+) [ ] a.... b....
...... A. Pict. ident. (4+) [ ]

TEST SUMMARY

	Yrs.	Mos.
II	......	......
II-6	......	......
III	......	......
III-6	......	......
IV	......	......
IV-6	......	......
V	......	......
VI	......	......
VII	......	......
VIII	......	......
IX	......	......
X	......	......
XI	......	......
XII	......	......
XIII	......	......
XIV	......	......
AA	......	......
SA I	......	......
SA II	......	......
SA III	......	......
Total	......	......



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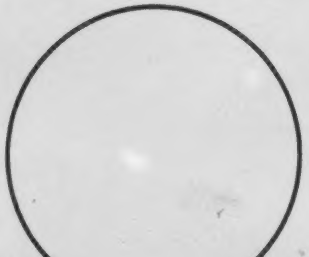

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Figure 14 Binet Intelligence Test

Year V (6 tests x 1, or 4* tests x 1½)

......*1. Pict. compl.: man (2 pts.+) [ ]
...... 2. Folding triangle (±) [ ]
......*3. Definitions (2+) [ ] a.... b.... c....
......*4. Copying square (1+) [ ] a.... b.... c....
...... 5. Pict. sim. & dif. II (9+) [ ]
......*6. Patience: rectangles (2+) [ ] a.... b.... c....
...... A. Knot (±) [ ]

Year VI (6 tests x 2, or 4* tests x 3)

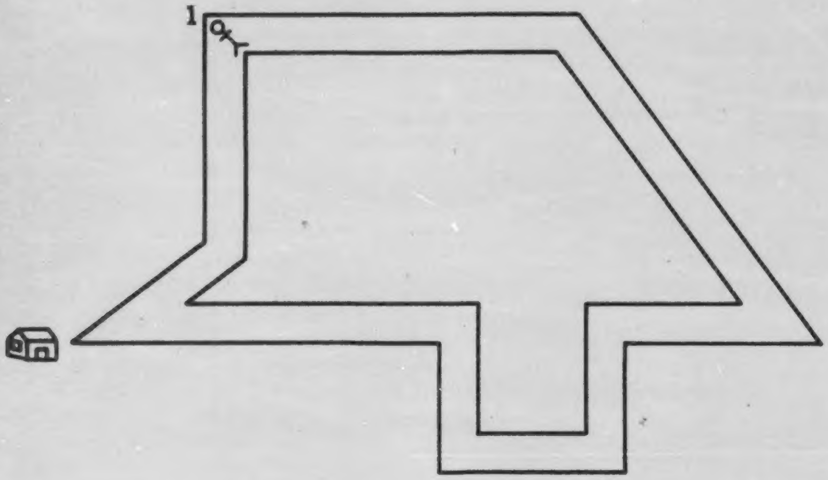
......*1. Vocabulary (6+) [ ]
......*2. Differences (2+) [ ] a.... b.... c....
...... 3. Mut. pictures (4+) [ ] a.... b.... c.... d.... e....
......*4. Number concepts (4+) [ ] a....b....c....d....e....
......*5. Opp. analogies II (3+) [ ] a.... b.... c.... d....
...... 6. Maze (2+) [ ] a.... b.... c....
...... A. Response to pictures (Level II, 2+) [ ]

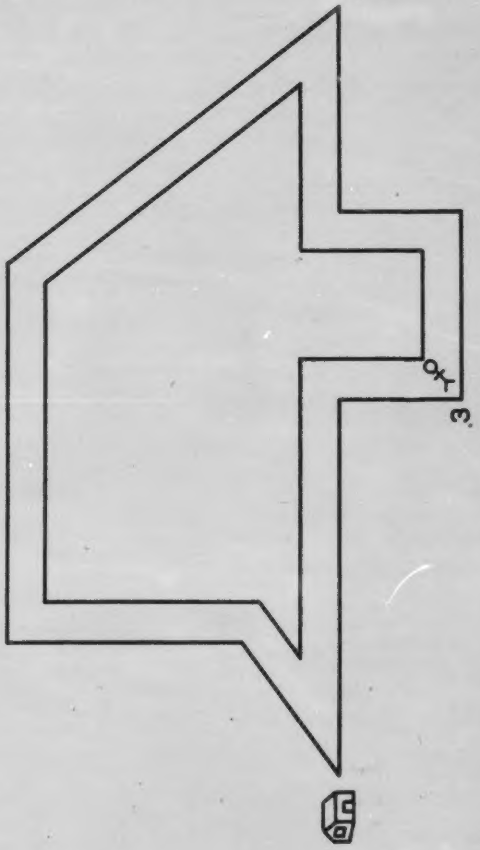
Year VII (6 tests x 2, or 4* tests x 3)

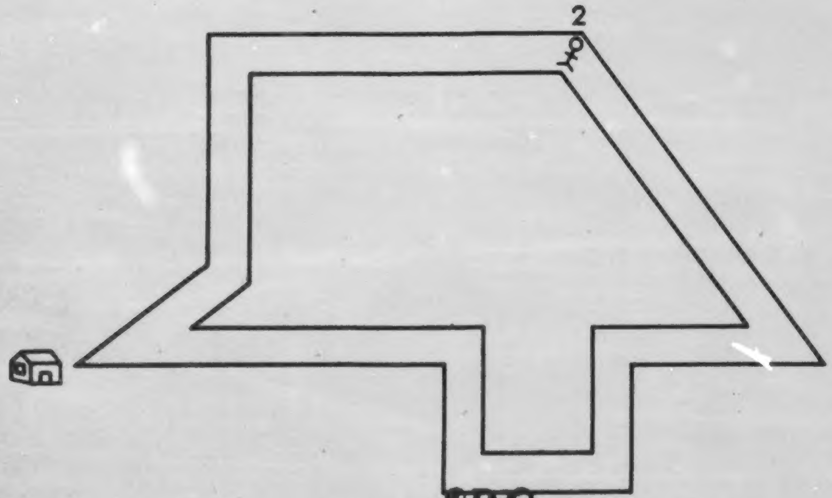
...... 1. Pict. absurd. I (4+) [ ] a....b....c....d....e....
......*2. Simil.: 2 (2+) [ ] a.... b.... c.... d....
......*3. Copying diamond (1+) [ ] a.... b.... c....
......*4. Comprehension IV (3+) [ ] a....b....c....d....e....f....
...... 5. Opp. analogies III (2+) [ ] a.... b.... c.... d....
......*6. 5 digits (1+) [ ] 31859.... 48372.... 96183....
...... A. 3 dig. rev. (1+) [ ] 295.... 816.... 473....

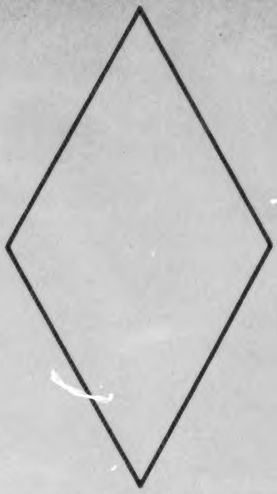
Year VIII (6 tests x 2, or 4* tests x 3)

......*1. Vocabulary (8+) [ ]
...... 2. Wet Fall (5+) [ ] a.... b.... c.... d.... e.... f....
......*3. Verb. absurd. I (3+) [ ] a.... b.... c.... d....
......*4. Sim. & dif. (3+) [ ] a.... b.... c.... d....
......*5. Comprehension IV (4+) [ ]
...... 6. Days of week (order, 2 checks+) [ ] Tu....Th....F....
...... A. Prob. sit. I (2+) [ ] a.... b.... c....









Year IX (6 tests x 2, or 4* tests x 3)

...... 1. Paper cutting (1+) [ ] a.... b....
...... 2. Verb. absurd. II (3+) [ ] a.... b.... c.... d.... e....
......*3. Designs I (1+ or 2 with ½ ea.) [ ] a.... b....
......*4. Rhymes: new form (3+) [ ] a.... b.... c.... d....
......*5. Change (2+) [ ] 10-4.... 15-12.... 25-4....
......*6. 4 dig. rev. (1+) [ ] 8526.... 4937.... 3629....
...... A. Rhymes: old form (2+) 30 sec. [ ] a.... b.... c....

Year X (6 tests x 2, or 4* tests x 3)

......*1. Vocabulary (11+) [ ]
...... 2. Block counting (8+) [ ]
......*3. Abstract words I (2+) [ ] a.... b.... c.... d....
...... 4. Finding reasons I (2+) [ ] a.... b....
......*5. Word naming (28 in 1 min. +) [ ]
......*6. 6 dig. (1+) [ ] 473859.... 529746.... 728394....
...... A. Verb. absurd. III (2+) [ ] a.... b.... c....

Year XI (6 tests x 2, or 4* tests x 3)

......*1. Designs I (1½+) [ ]
......*2. Verb. absurd. IV (2+) [ ] a.... b.... c....
......*3. Abstract words II (3+) [ ] a.... b.... c.... d.... e....
...... 4. Sent. mem. II (1+) [ ] a.... b....
...... 5. Prob. sit. II (±) [ ]
......*6. Simil.: 3 (3+) [ ] a.... b.... c.... d.... e....
...... A. Finding reasons II (2+) [ ] a.... b....

Year XII (6 tests x 2, or 4* tests x 3)

......*1. Vocabulary (15+) [ ]
......*2. Verb. absurd. II (4+) [ ]
...... 3. Pict. absurd. II (±) [ ]
...... 4. 5 dig. rev. (1+) [ ] 81379.... 69582.... 92518....
......*5. Abstract words I (3+) [ ]
......*6. Minkus compl. I (3+) 5 min. [ ]
...... A. Designs II (±) [ ]

Year XIII (6 tests x 2, or 4* tests x 3)

......*1. Plan of search (±) [ ]
......*2. Abstract words II (4+) [ ]
...... 3. Sent. mem. III (1+) [ ] a.... b....
......*4. Prob. fact. (2+) [ ] a.... b.... c....
......*5. Dissect. sent. (2+) 1 min. [ ] a.... b.... c....
...... 6. Bead chain mem. (±) 2 min. [ ]
...... A. Paper cutting (2+) [ ]

Year XIV (6 tests x 2, or 4* tests x 3)

......*1. Vocabulary (17+) [ ]
......*2. Induction (±) [ ] a....b....c....d....e....f....Rule....
......*3. Reasoning I (±) [ ]
......*4. Ingenuity I (1+) 3 min. [ ] a.... b.... c....
...... 5. Direction I (3+) [ ] a.... b.... c.... d.... e....
...... 6. Recon. opp. (2+) [ ] a.... b.... c.... d.... e....
...... A. Ingenuity II (1+) 3 min. [ ] a.... b.... c....

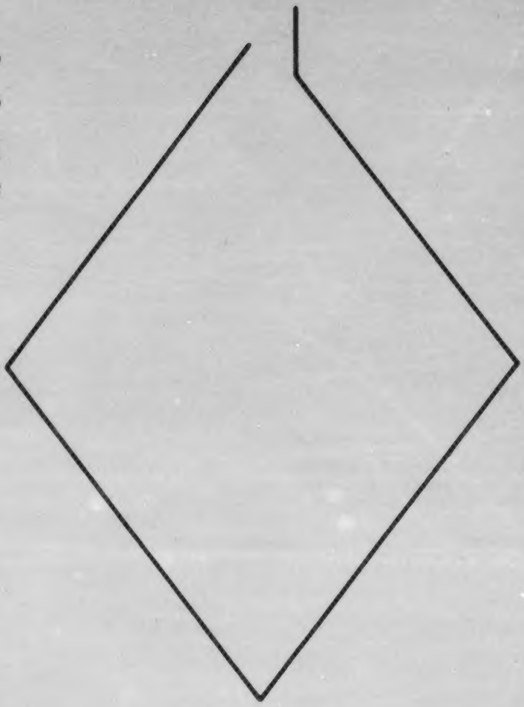
MINKUS COMPLETION I

a) We like to pop corn .... to roast chestnuts over the fire.

b) One cannot always be a hero, ... one can always be a man.

c) The streams are dry .... there has been little rain.

d) Lincoln aroused no jealousy .... he was not selfish.



Aver. Adult (8 tests x 2, or 4* tests x 4)

......*1. Vocabulary (20+) [ ]
......*2. Ingenuity I (2+) 3 min. [ ]
......*3. Diff. bet. abstract words (2+) [ ] a.... b.... c....
...... 4. Arith. reas. (2+) 1 min. [ ] a.... b.... c....
...... 5. Proverbs I (2+) [ ] a.... b.... c....
...... 6. Direction II (4+) [ ] a.... b.... c.... d.... e....
......*7. Essen. diff. (2+) [ ] a.... b.... c....
...... 8. Abstract words III (4+) [ ] a.... b.... c.... d.... e....
...... A. Binet paper cutting (±) [ ]

Super. Adult I (6 tests x 4, or 4* tests x 6)

......*1. Vocabulary (23+) [ ]
...... 2. Enclosed boxes (4+) [ ] a.... b.... c.... d....
......*3. Minkus compl. II (2+) 5 min. [ ]
......*4. 6 dig. rev. (1+) [ ] 471952.... 583694.... 752618....
......*5. Sent. bldg. (2+) [ ] a.... b.... c....
...... 6. Essen. simil. (3+) [ ] a.... b.... c....
...... A. Recon. opp. (4+) [ ]

Super. Adult II (6 tests x 5, or 4* tests x 7½)

......*1. Vocabulary (26+) [ ]
...... 2. Finding reasons III (2+) [ ] a.... b....
......*3. Proverbs II (1+) [ ] a.... b....
......*4. Ingenuity I (3+) 3 min. [ ]
......*5. Essen. diff. (3+) [ ]
...... 6. Passage I: Value of Life (±) [ ]
...... A. Codes (1+ or 2 with ½ ea.) 3 min. [ ] a.... b....

Super. Adult III (6 tests x 6, or 4* tests x 9)

......*1. Vocabulary (30+) [ ]
...... 2. Proverbs III (2+) [ ] a.... b.... c....
......*3. Opp. analogies IV (2+) [ ] a.... b.... c....
...... 4. Direction III (2+) [ ] a.... b....
......*5. Reasoning II 5 min. (±) [ ]
......*6. Passage II: Tests (±) [ ]
...... A. Opp. analogies V (2+) [ ] a.... b.... c....

MINKUS COMPLETION II

a) He is..................................well grounded in geography..................................his brother,
..................................he is not so quick in arithmetic.

b) ....he give me his word, I will not trust him.

c) You must not, ..., imagine that my silence has been due to ignorance of what is going on.

d) ....either of us could speak, we were at the bottom of the stairs.

b) COME TO LONDON
APKF RP JPLEMO
HURRY

a) COME TO LONDON
DNND UN MNOCPM
HURRY

VOCABULARY

1. orange
2. envelope
3. straw
4. puddle
5. tap
6. gown
7. roar
8. eyelash
9. Mars
10. juggler
11. scorch
12. lecture
13. skill
14. brunette
15. muzzle
16. haste
17. peculiarity
18. priceless
19. regard
20. tolerate
21. disproportionate
22. lotus
23. shrewd
24. mosaic
25. stave
26. bewail
27. ochre
28. repose
29. ambergris
30. limpet
31. frustrate
32. flaunt
33. incrustation
34. retroactive
35. philanthropy
36. piscatorial
37. milksop
38. harpy
39. depredation
40. perfunctory
41. achromatic
42. casuistry
43. homunculus
44. sudorific
45. parterre

Score ______

Examiner's notes:

Appendix B

Statistical Tables.

Range of Intelligence

I.Q.	Verbal	Performance	Full Scale I.Q.
50-59	2	0	0
60-69	7	7	8
70-79	17	18	23
80-89	23	37	34
90-99	28	21	28
100-109	21	19	23
110-119	7	7	6
120-129	4	0	0
130-139	0	0	1

Table 1

Rate Of Progress Per Month In Reading, Spelling, And Arithmetic

Rate Of Progress	#Of Students			Rate Of Progress	# Of Students		
	R.	S.	A.		R.	S.	A.
.000-.009	12	38	13	.050-.059	14	12	11
.010-.019	5	5	10	.060-.069	12	4	8
.020-.029	6	7	6	.070-.079	10	2	10
.030-.039	3	10	12	.080-.089	7	2	3
.040-.049	15	16	10	.090-.099	5	2	9
.100-.109	2	2	2	.150-.159	1	1	2
.110-.119	2	2	1	.160-.169	1	1	0
.120-.129	3	2	1	.70-.179	1	1	0
.130-.139	1	3	3	.180-.189	2	0	1
.140-.149	2	0	1	.190-.199	0	0	0
.200-.209	2	1	2	.250-.259	0	1	0
.210-.219	0	0	1	.360-.369	0	1	0
.220-.229	1	0	0	.380-.389	2	0	0
.230-.239	0	1	0	.650-.659	0	0	1
.240-.249	0	0	0				
-.001- -.009	1	0	2	-.060- -.069	1	2	0
-.010- -.019	3	0	5	-.080- -.089	1	1	0
-.020- -.029	0	0	2	-.090- -.099	1	0	0
-.040- -.049	2	0	1	-.140- -.149	0	0	1
-.050- -.059	0	3	2	-.210- -.219	1	0	0
				-.220- -.229	0	1	0

Table 2

Number Of Children In Experimental Group

By Categories

Name of School	Number Of Children
Dobson	23
Shawmont	15
Levering	24
Roxborough High	22
Jenks	9
Cook-Wissahickon	29
Boys	97
Girls	25
White Males	58
Black Males	39
White Females	14
Black Females	11
White Children	72
Black Children	50
Eye- Hand Dominance	
Left Eye- Right Hand	47
Right Eye- Left Hand	7
Right Eye- Right Hand	55
Left Eye- Left Hand	13

Table 3

Children Taking Circle Test

Experimental Group

122 Children Took Test of Honesty

Number Of Children	Number Of Circles Completed	Percent
6	0	5
6	1	5
7	2	6
15	3	12
11	4	11
24	5	19
53	6	42

Table 4

Control Group Schools And Grades Attended

#Of Circles Completed	Shawmont Grade 4	Dobson Grade 6	Levering Grade 3&4	Levering Grade 4&5	Levering Grade 7	Shawmont Grade 4 (Eyes Covered)
0	3	4	2	5	5	7
1	6	4	5	4	7	8
2	6	11	3	7	7	6
3	4	0	2	2	5	5
4	1	3	3	2	2	3
5	1	2	1	4	2	0
6	8	3	7	3	0	0

One hundred and thirty four children were in the control group and had the same testing conditions as the experimental group. Twenty nine additional children were blindfolded to establish how many circles can be completed without cheating.

Number of Circles Completed	Number Of Children	%	# Eyes Blindfolded	%
0	19	14	7	24
1	26	19	8	28
2	34	25	6	21
3	13	10	5	17
4	11	8	3	10
5	10	7	0	0
6	21	16	0	0

Table 5

Rate Of Progress Of All Children In The Study Who Were In E.D.

Reading Mean .89 S.D. 1.24

Spelling Mean .75 S.D. 1.21

Arithmetic Mean .68 S.D. 1.23

There Were 7 girls in the E.D. class.

Rate Of Progress Of The Girls Who Were In E.D.

Reading Mean 1.24 S.D.1.90

Spelling Mean 2.07 S.D.1.40

Arithmetic Mean 1.84 S.D.2.71

All Children

Verbal I.Q. Mean 91.29 S.D.14.43

Performance I.Q. 89.16 S.D. 13.26

Full Scale I.Q. 89.46 S.D. 13.41

Table 6

Grade Level Of Children By Academic Skills

Grade	Reading # of Children	Spelling #of Children	Arithmetic #of Children
pre-first	0	0	0
first	23	17	3
2	15	44	21
3	33	16	54
4	15	15	25
5	16	9	13
6	7	5	5
7	6	2	0
8	3	0	0
9	2	4	0
10	1	0	0
11	0	0	0
12	0	0	1

Table 7 Academic Skill Levels

Grade When First Tested	Number of Children
Kindergarten	0
1	18
2	28
3	10
4	15
5	16
6	10
7	5
8	2
9	5
10	3
11	1
E.D.	5
R.E.	1

Table 8

Ages Of Children During Retest	Number of Children
6	1
7	2
8	11
9	11
10	14
11	18
12	12
13	16
14	14
15	6
16	6
17	8
18	1
19	1

Table 9

Ages Of Children When First Tested

Age	Number Of Children
5	2
6	14
7	24
8	14
9	15
10	16
11	12
12	7
13	3
14	8
15	3
16	2
17	2

Table 10

Grade During Retest	Number Of Children
3	6
4	11
5	12
6	8
7	14
8	16
9	3
10	3
11	0
12	5
E.D.	34
R.E.	5
L.D.	3
R.E.E.D.	2

Table 11

Levels Of Aspiration As Measured By Vocational Choice

Type Of Job	# Of Children		# Of Child.
Architect	4	House Painter	1
Army	1	Jockey	1
Artist	2	Lawyer	2
Baseball Player	1	Marine Biologist	1
Boxer	4	Mechanic	5
Build Automobiles	1	Model	1
Carpenter	2	Nurse	10
Chef	1	Work in Paper Factory	1
Chemical Engineer	1	Pilot	1
Construction Worker	1	Policeman	16
Dentist	1	Psychiatrist	2
Disk Jockey	1	Recording Engineer	1
Doctor	6	Race Automobiles	2
Dress Designer	1	Secretary	2
Electrician	1	Scientist	2
Engineer	1	Teacher	3
Fireman	4	Television Star	1
Florist	1	Tree Surgeon	1
Football Player	3	Truck Driver	4
Meter Reader (Gas Company)	1	Undecided	21
Hockey Player	1		

Table 12 Vocational Preference

Teacher Rating Of Children's Emotional Stability Compared To That Of Two Psychologists.

Teacher rating average on a scale from one to seven 4.24

Psychologist 1 Rating 4.56

Psychologist 2 Rating 4.98

Table 13

The number of children coming from various home situations are as follows:

Type of home situation	Number of children in the study
1. Living at Northern Home	16
2. Living with both parents	65
3. Father absent from home	33
4. Mother absent from home	2
5. Lives with grandparents	1
6. Father deceased	5
7. Lives with older sister	1

There were forty seven children who had been placed in E.D. that participated in the study.

Table 14

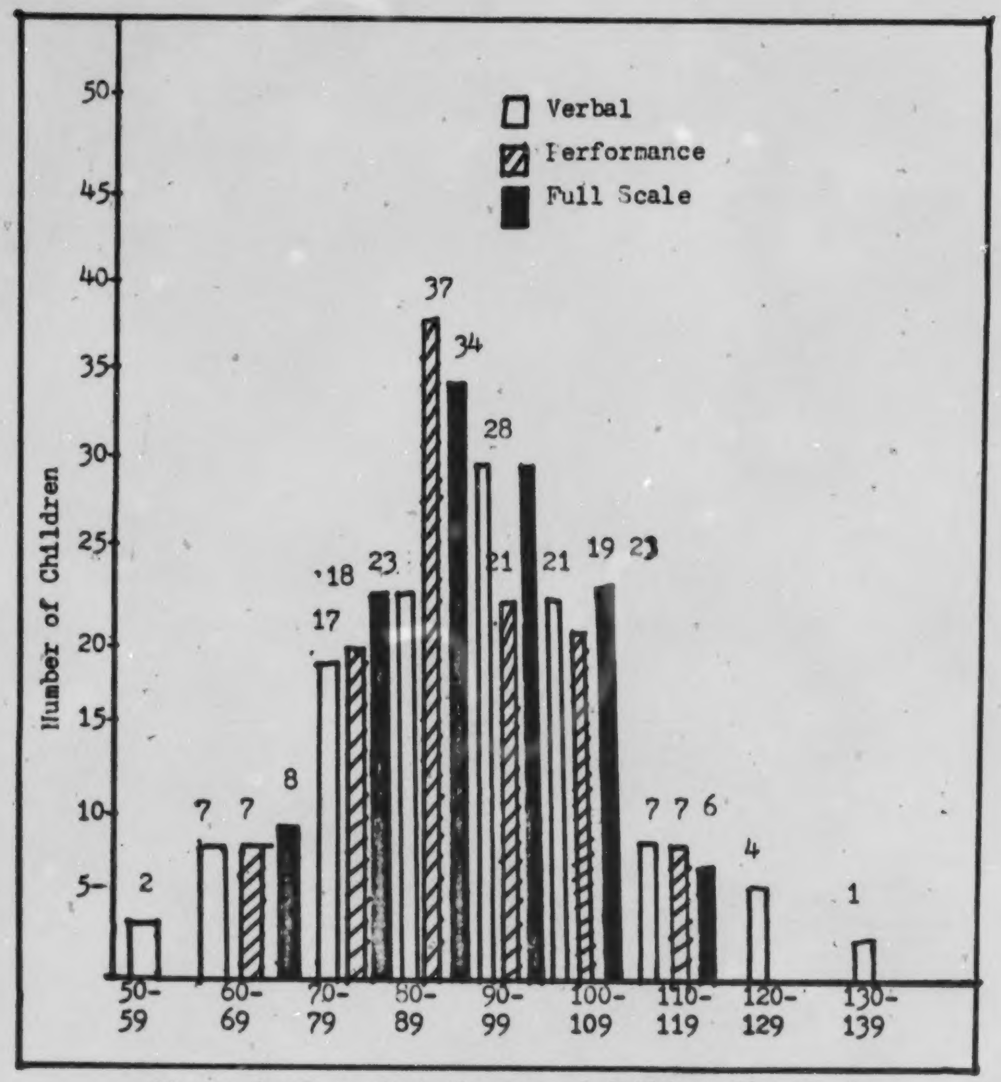


Figure 15 I.Q. Distribution of Children Who Are in the Experimental Group.

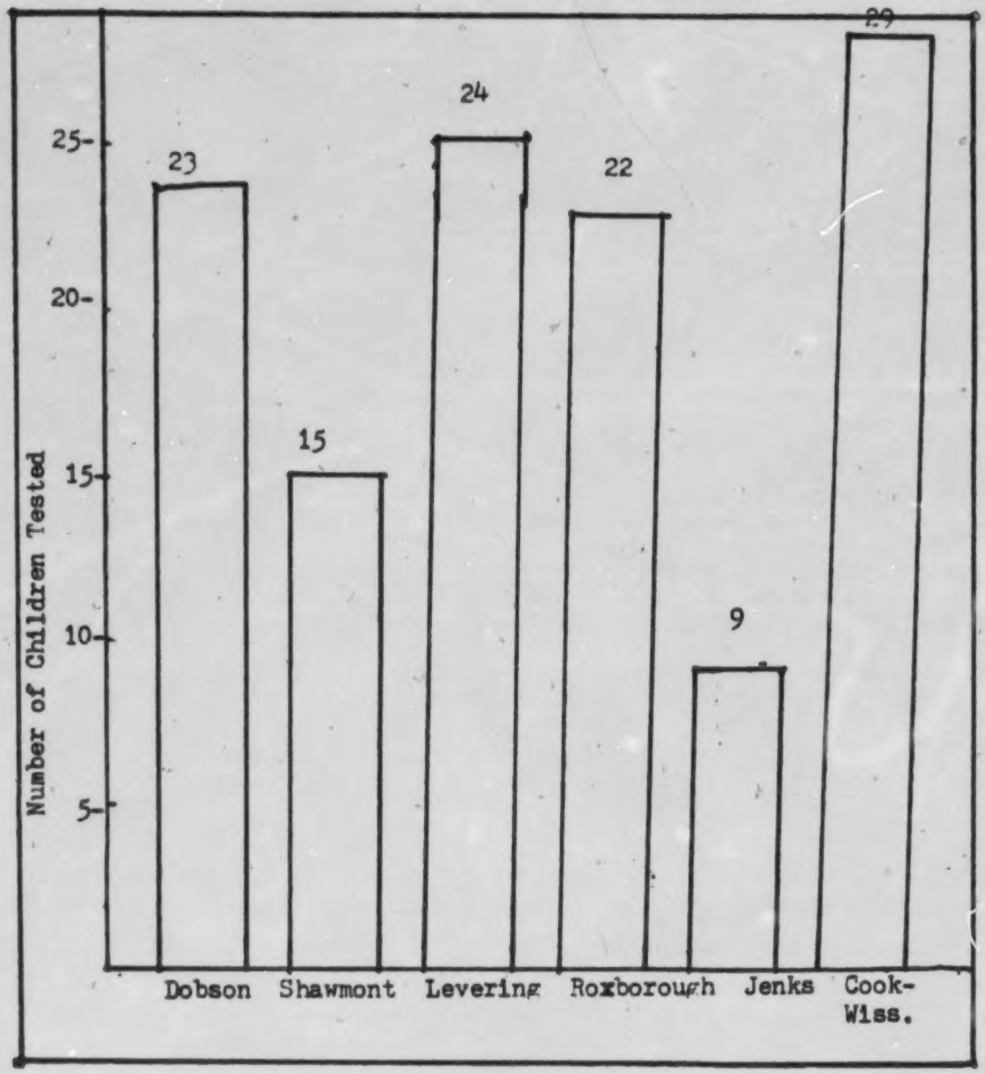


Figure 16 Schools Attended By Children In Experimental Group

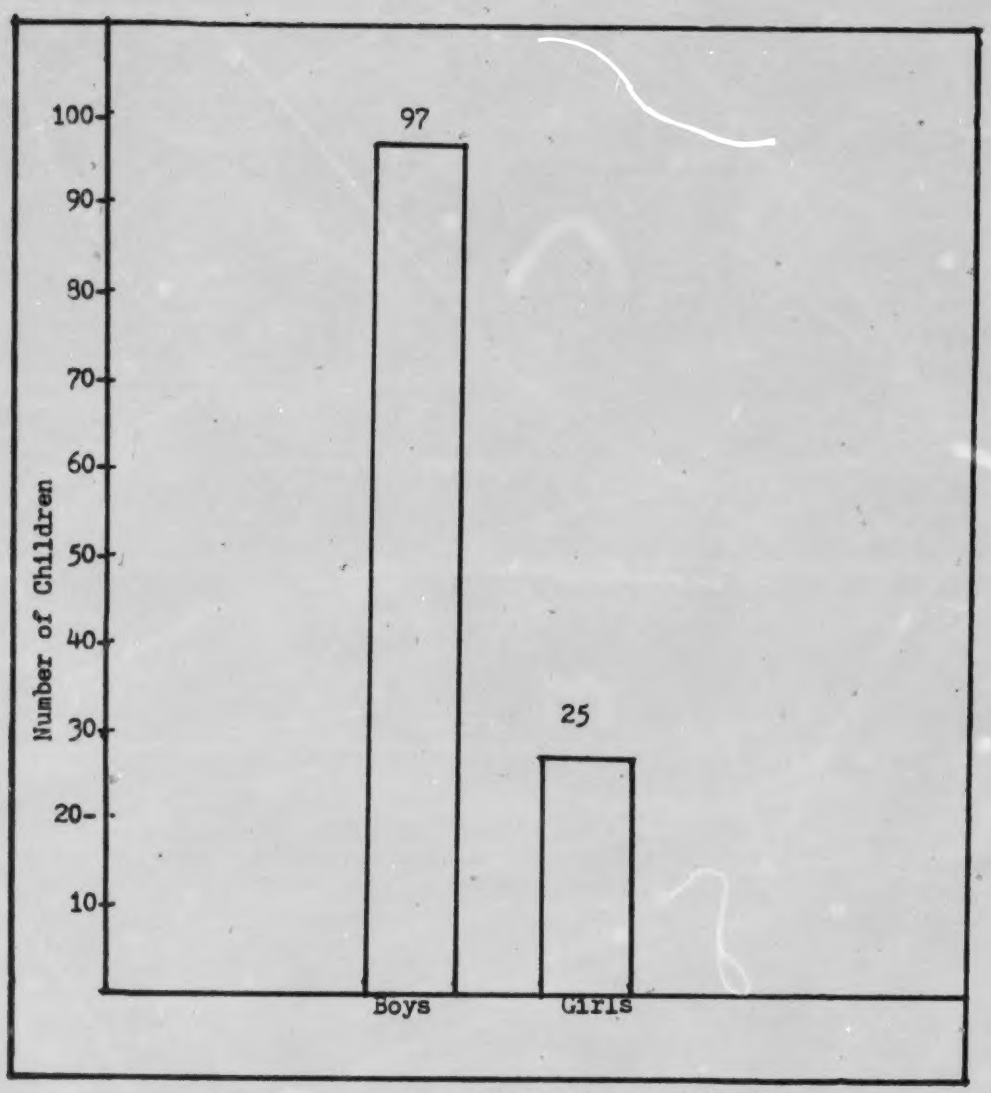


Figure 17 Number of Children Tested

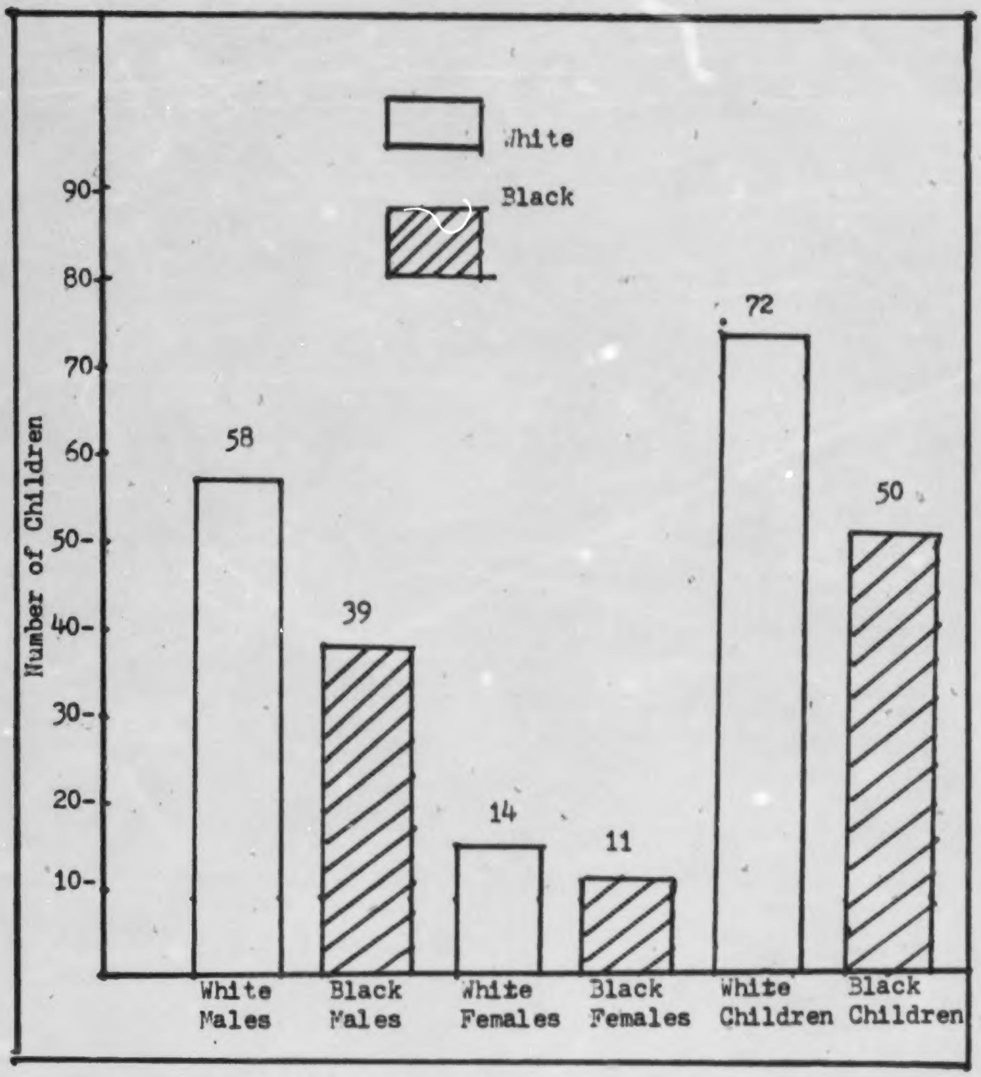


Figure 18 Racial Composition

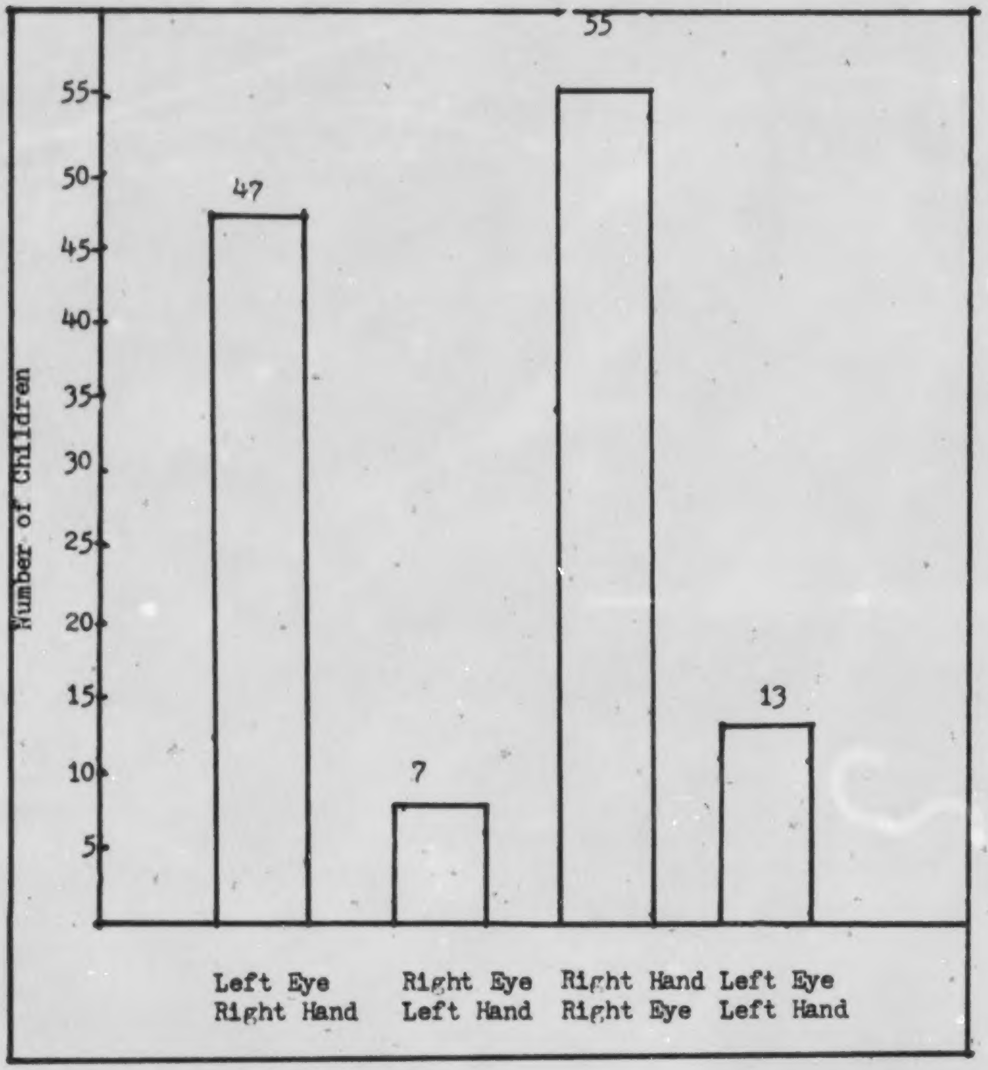


Figure 19 Eye-Hand Dominance

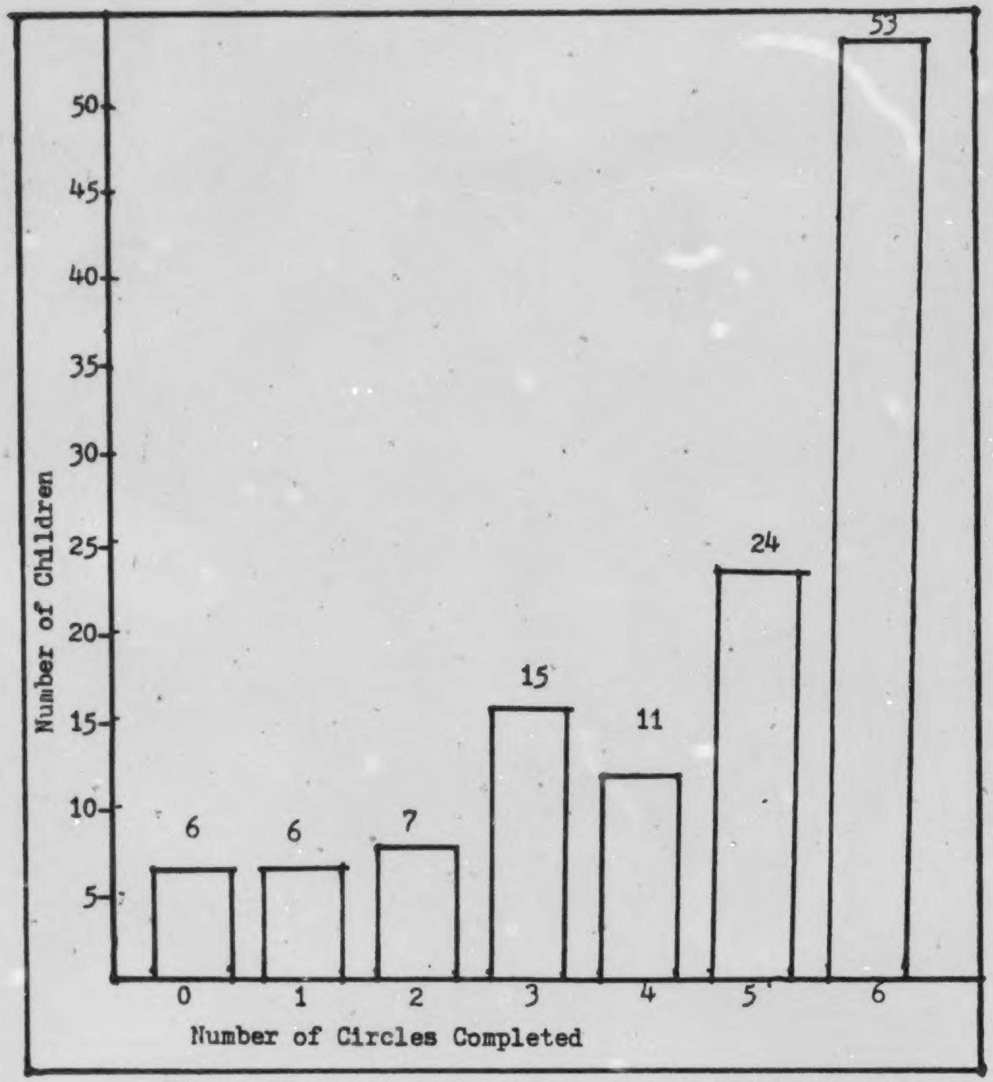


Figure 20 Number of Circles Completed by Experimental Group.

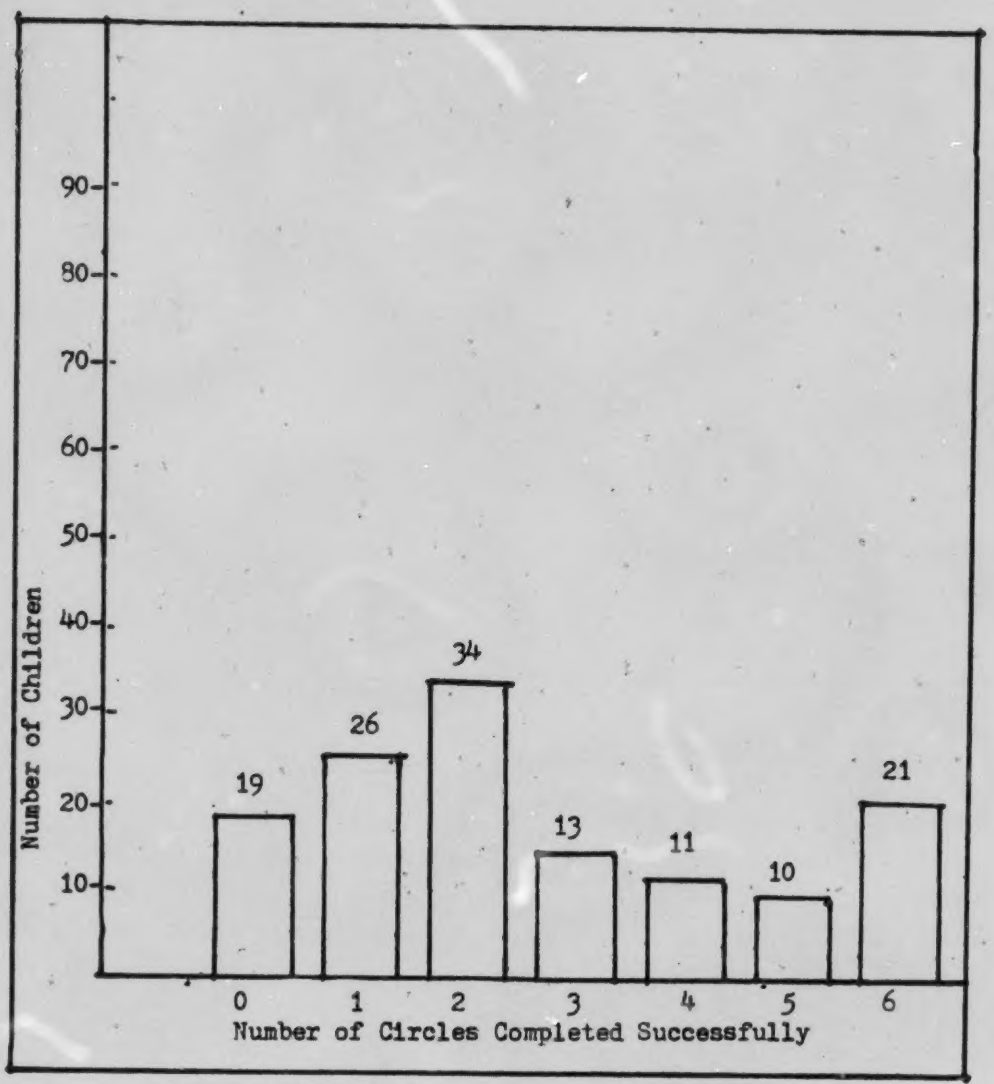


Figure 21 Control Group Who Took The Circle Test Of Honesty.

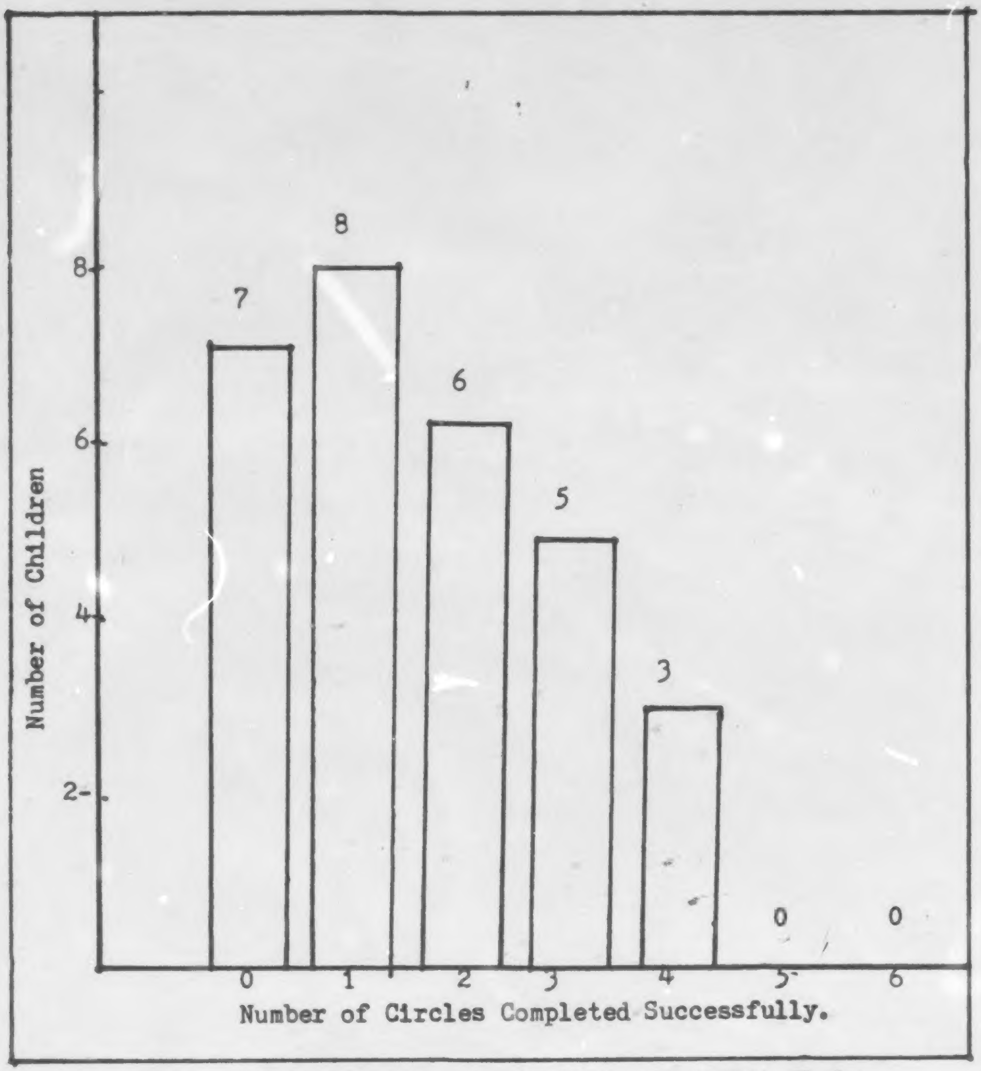


Figure 22 Children Who Took Circle Test With Their Eyes Covered.

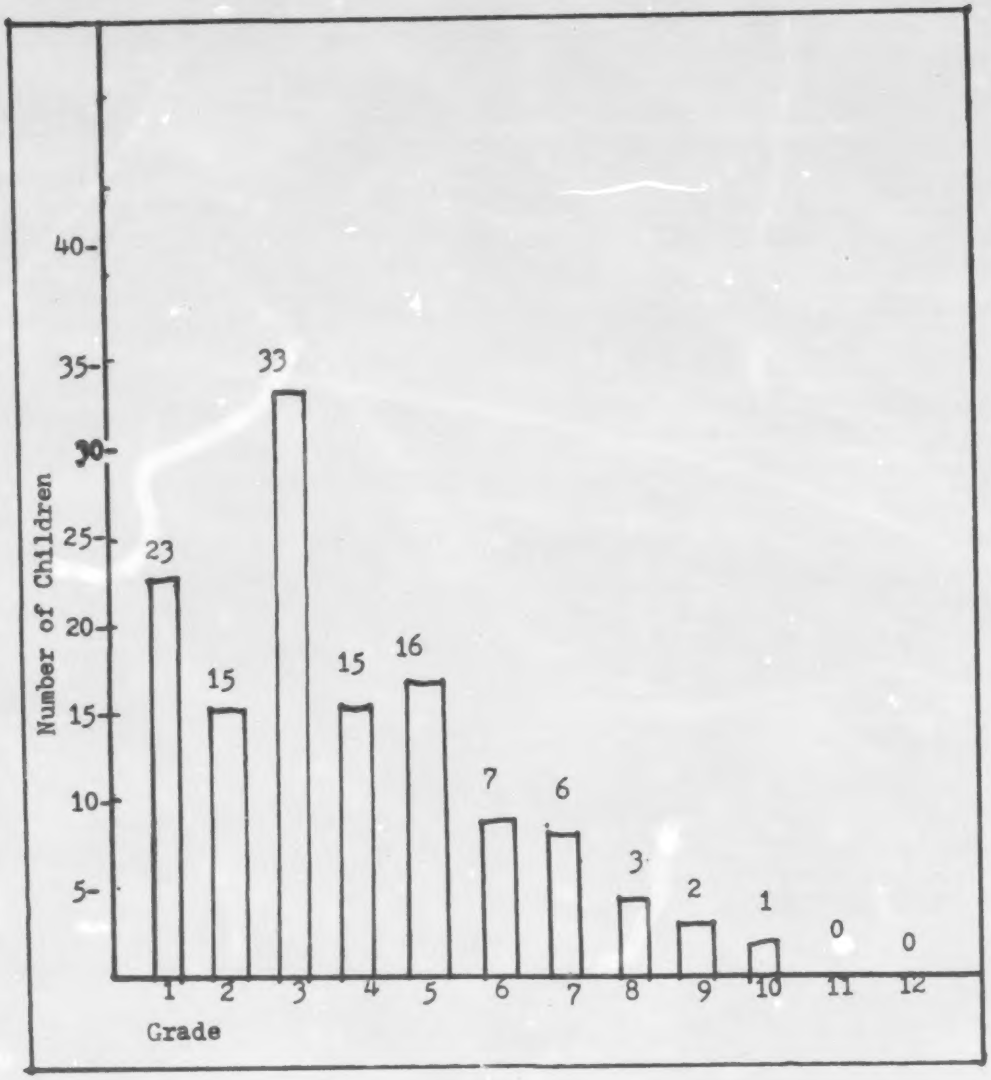


Figure 23 Reading Grade Levels

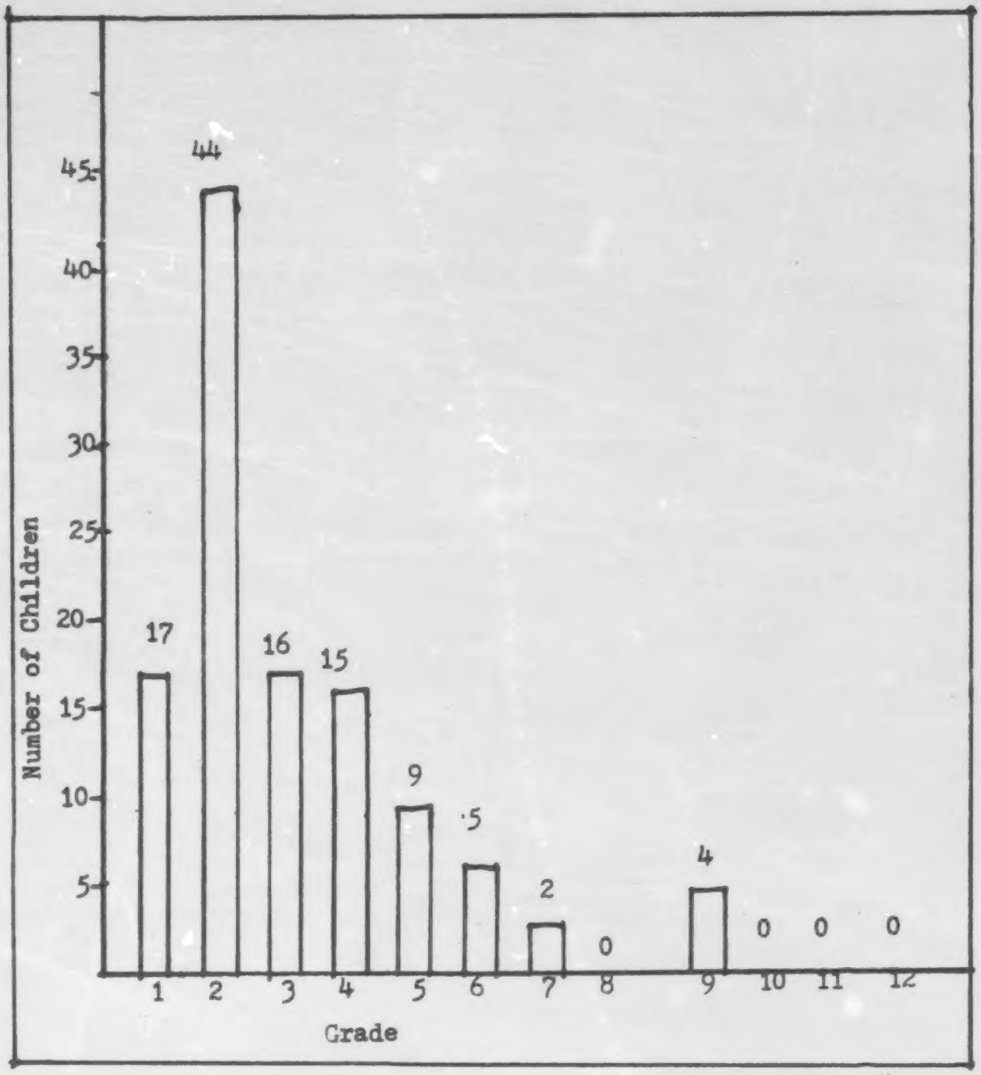


Figure 24 Spelling Grade Levels

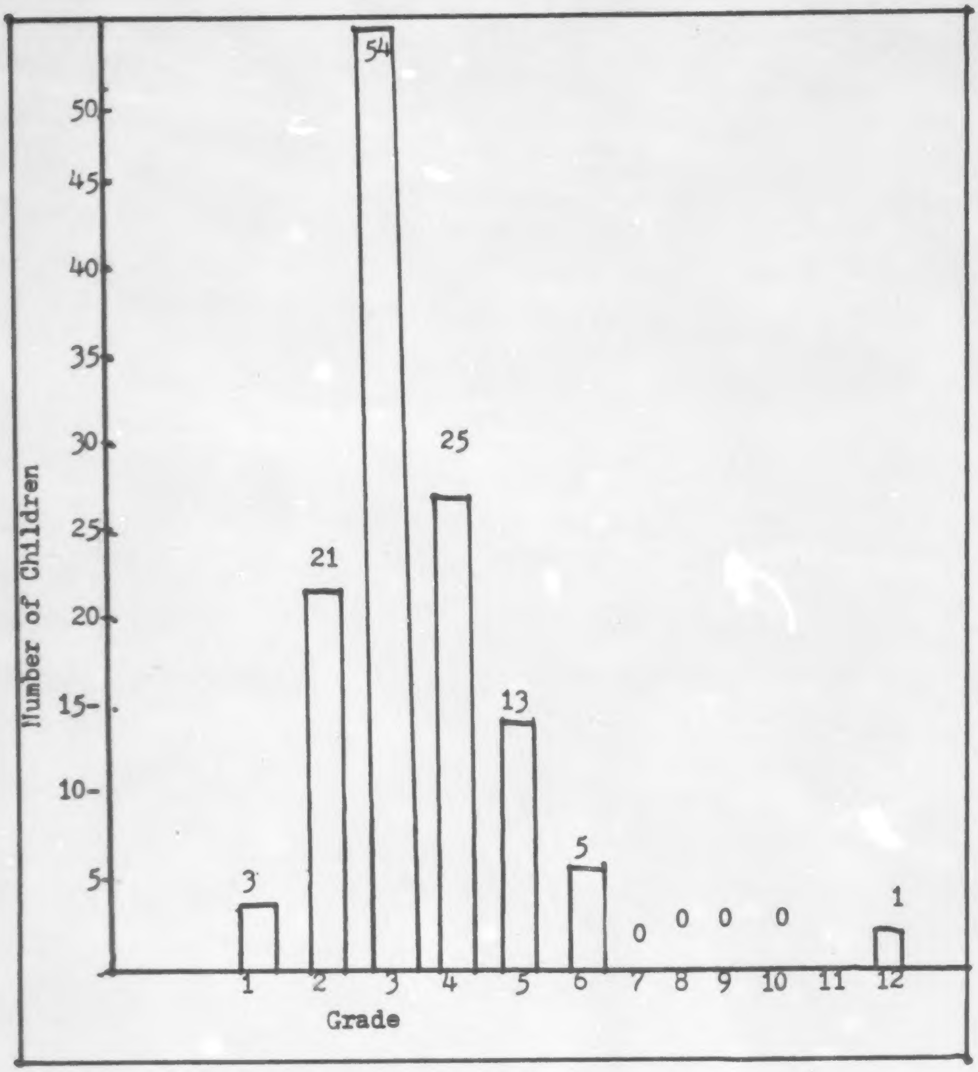


Figure 25 Arithmetic Grade Levels

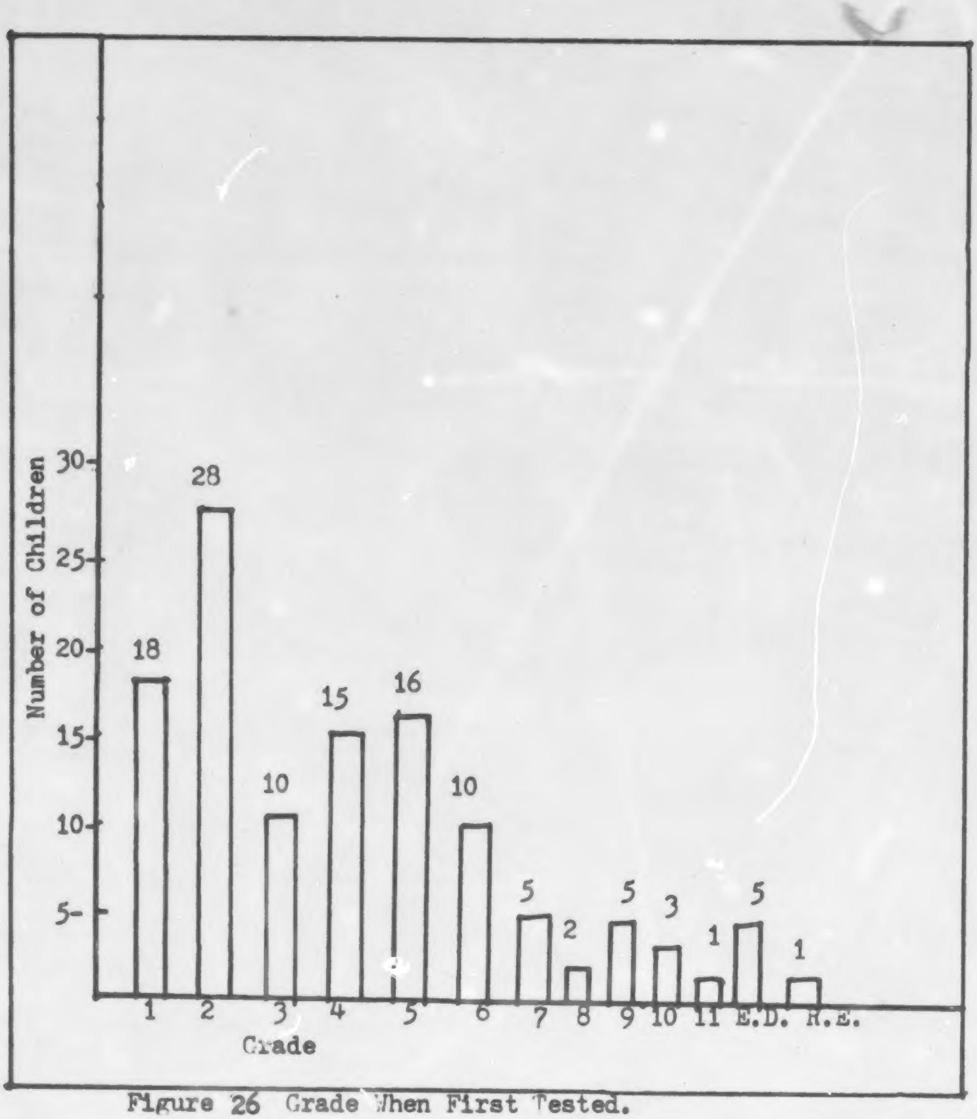


Figure 26 Grade When First Tested.

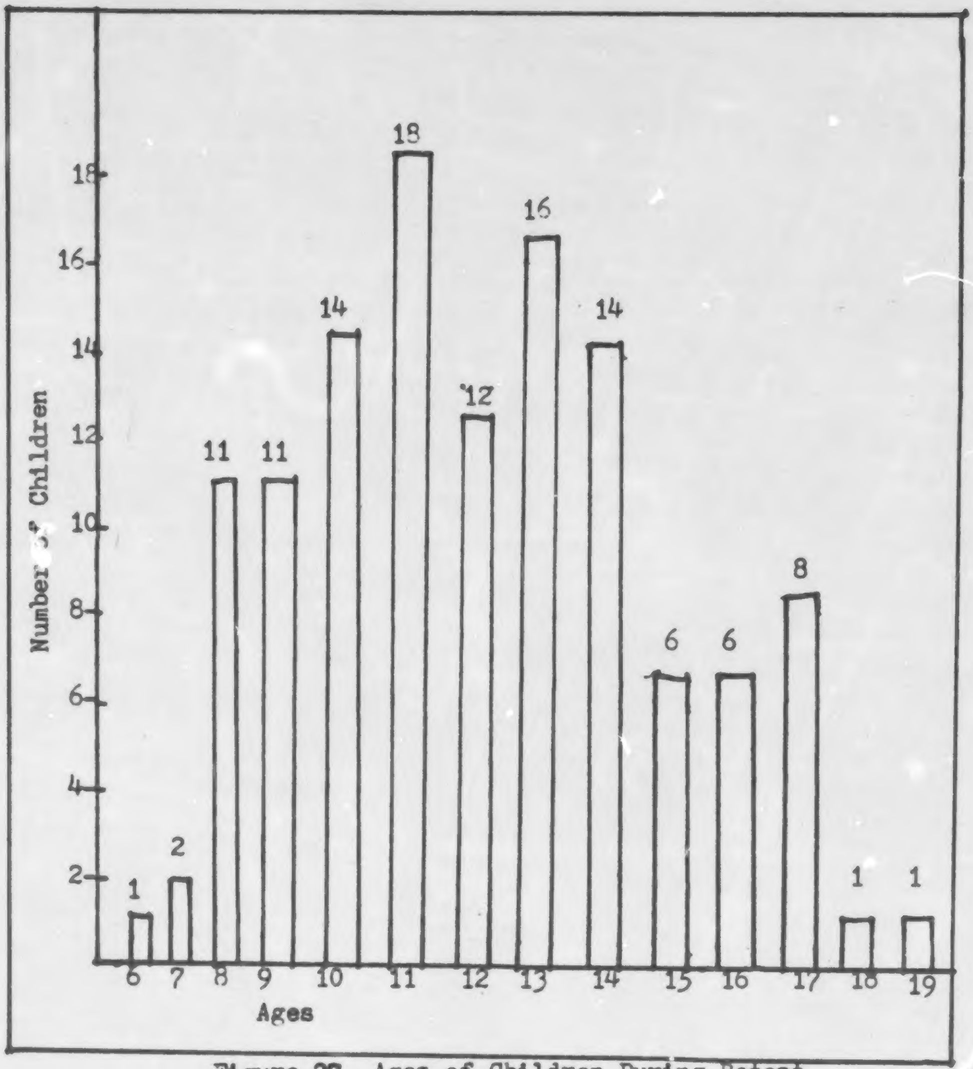


Figure 27 Ages of Children During Retest.

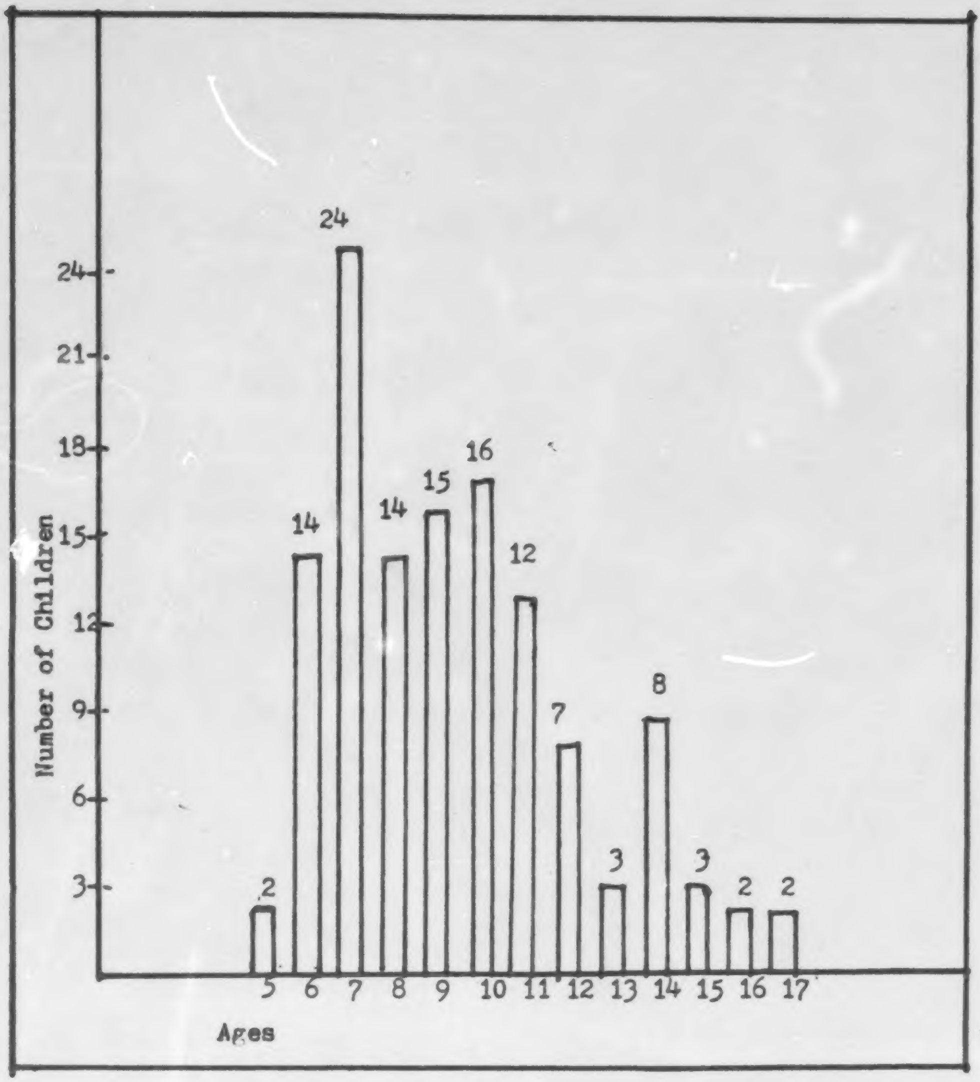


Figure 28 Ages of Children When First Tested.

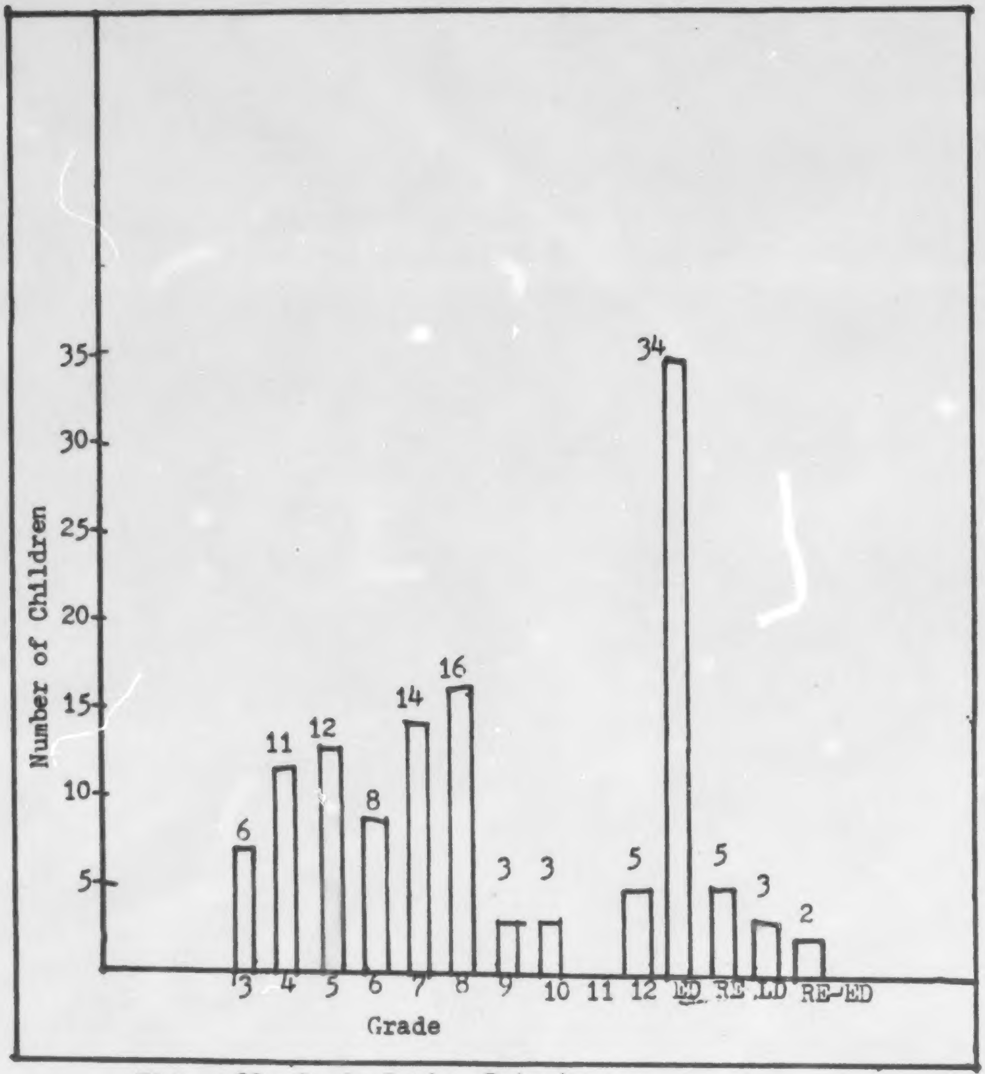


Figure 29 Grade During Retest.

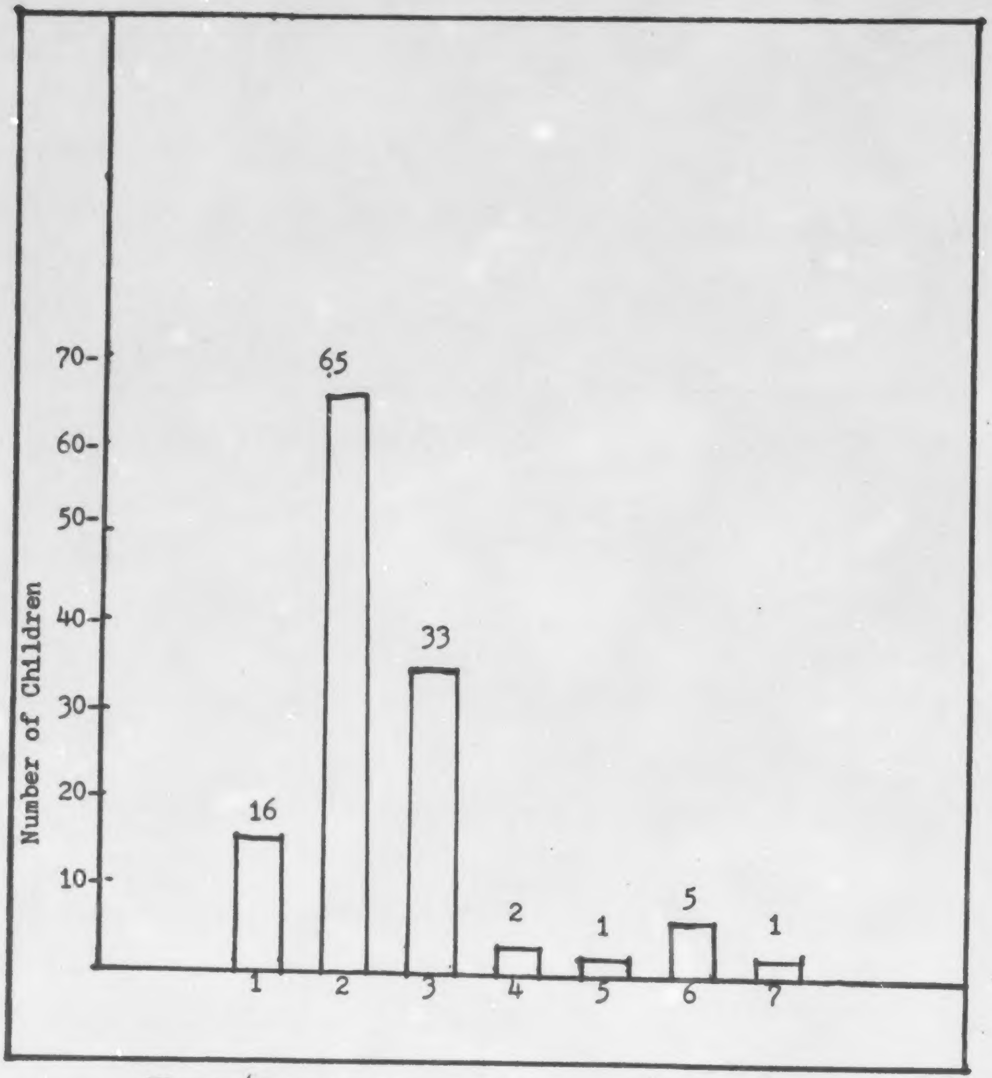


Figure 30 **Structure of Home Situation**

#1= Northern Home
2= Has Both Parents
3= Father Absent
4= Mother Absent
5= Lives With Grandparents
6=Father Deceased
7= Child Lives With Older Sister

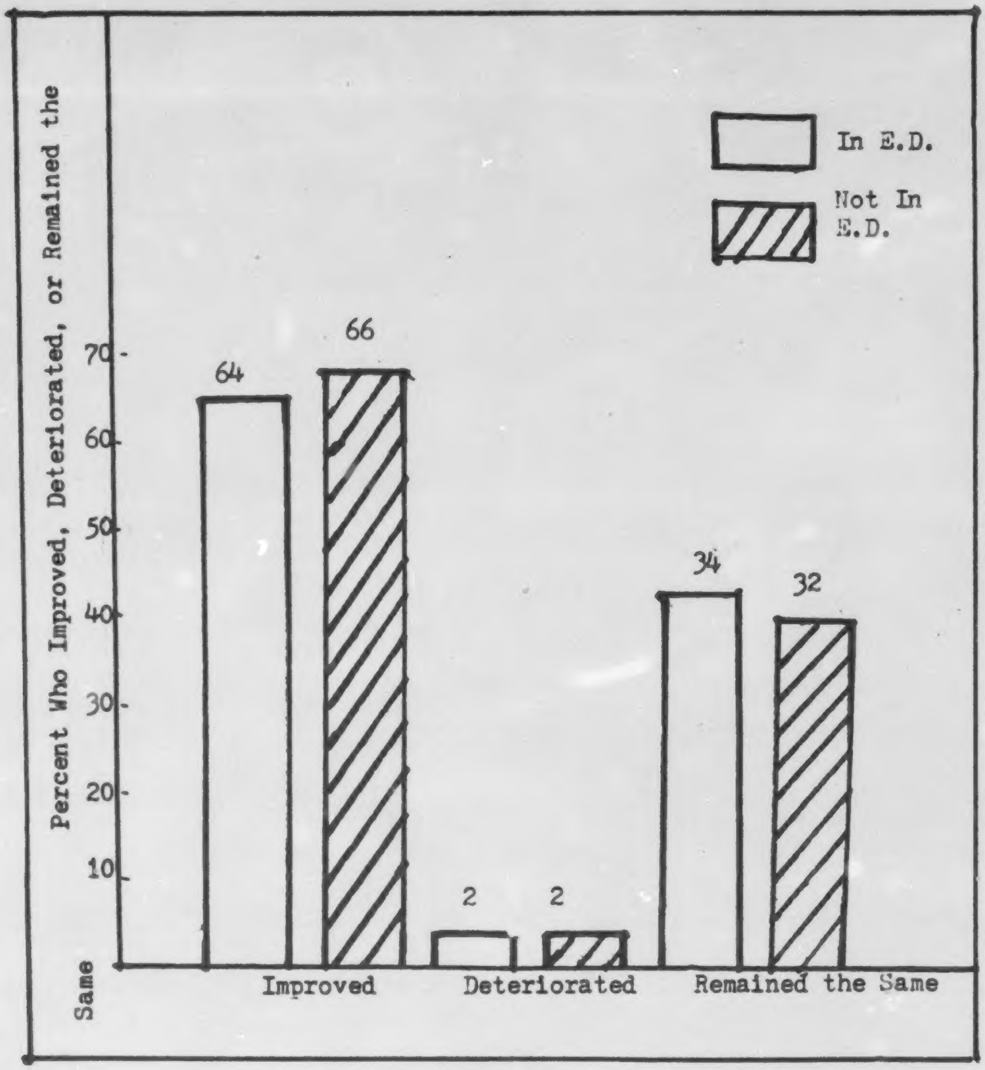


Figure 31 E.D. and Non-E.D. Children Compared on Emotional Improvement.

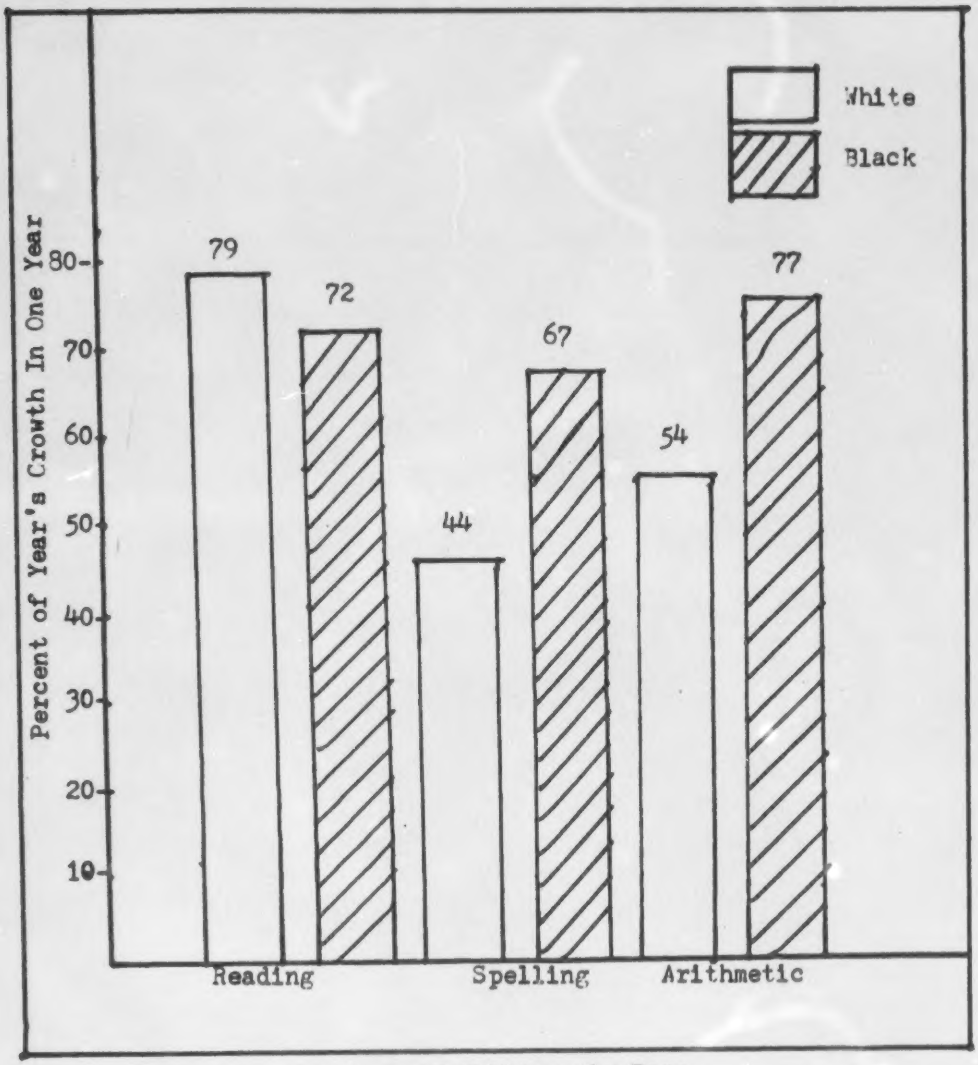


Figure 32 Progress of Children by Race.

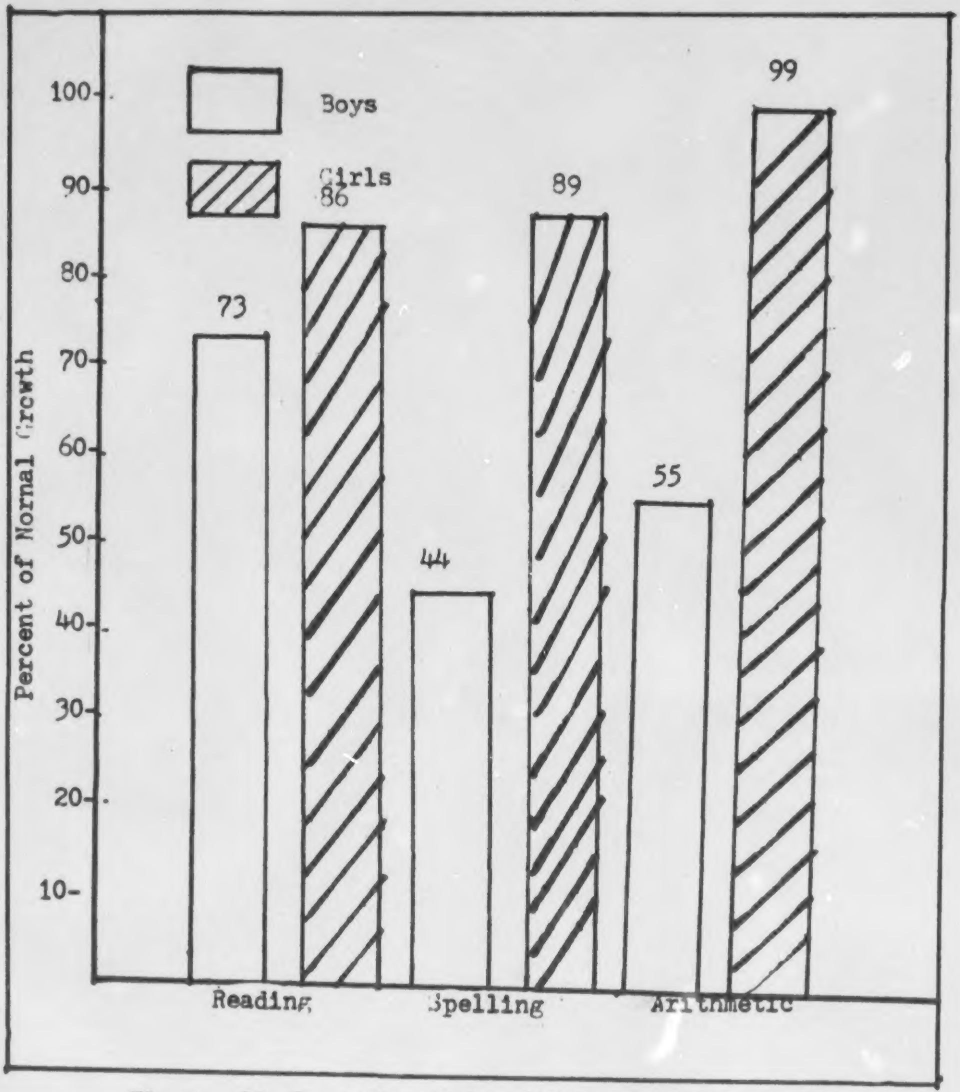


Figure 33 Comparing Rate of Progress Between Boys and Girls.

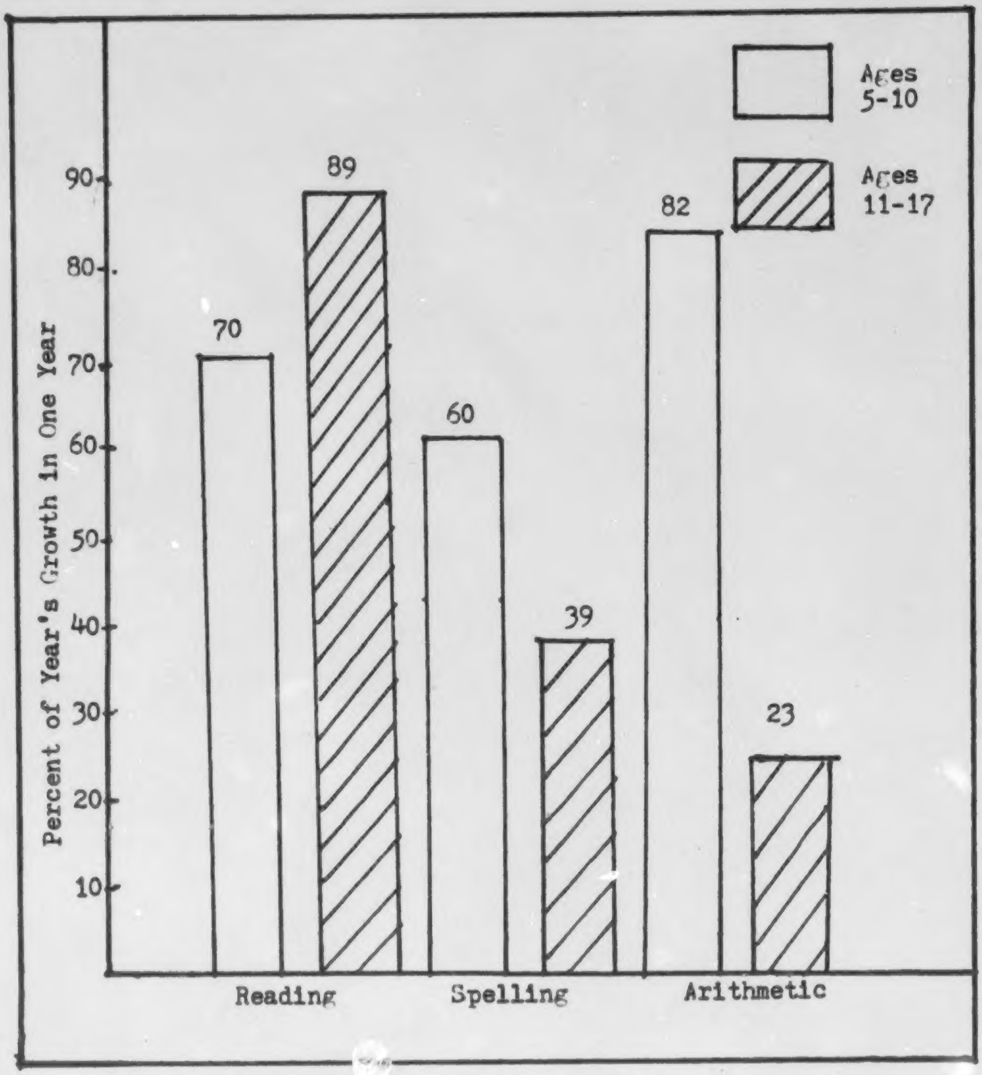


Figure 34 Ages of Children in Study

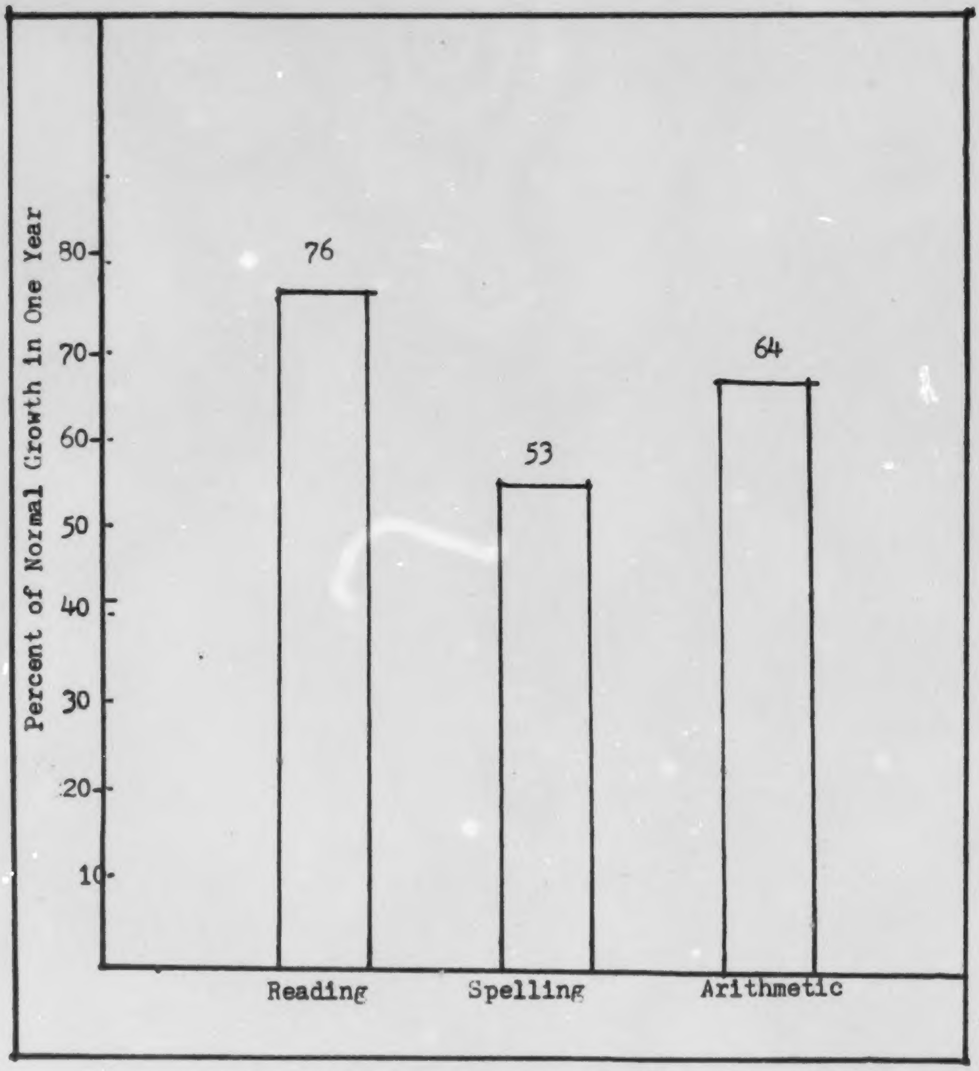


Figure 35 The Rate of Progress of All Children Who Were in The Experimental Group.

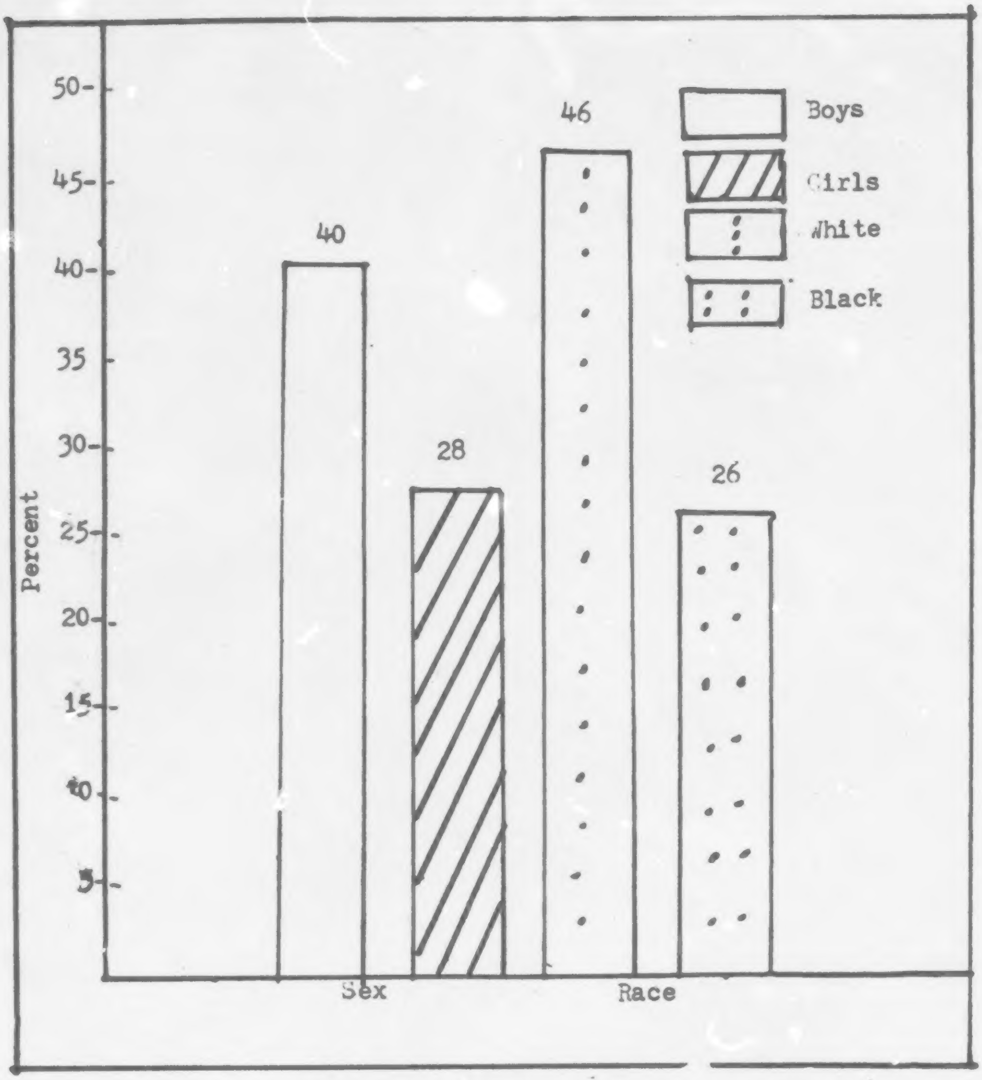


Figure 36 Comparison of Moral Judgment, in the Experimental Group Based on Race and Sex.

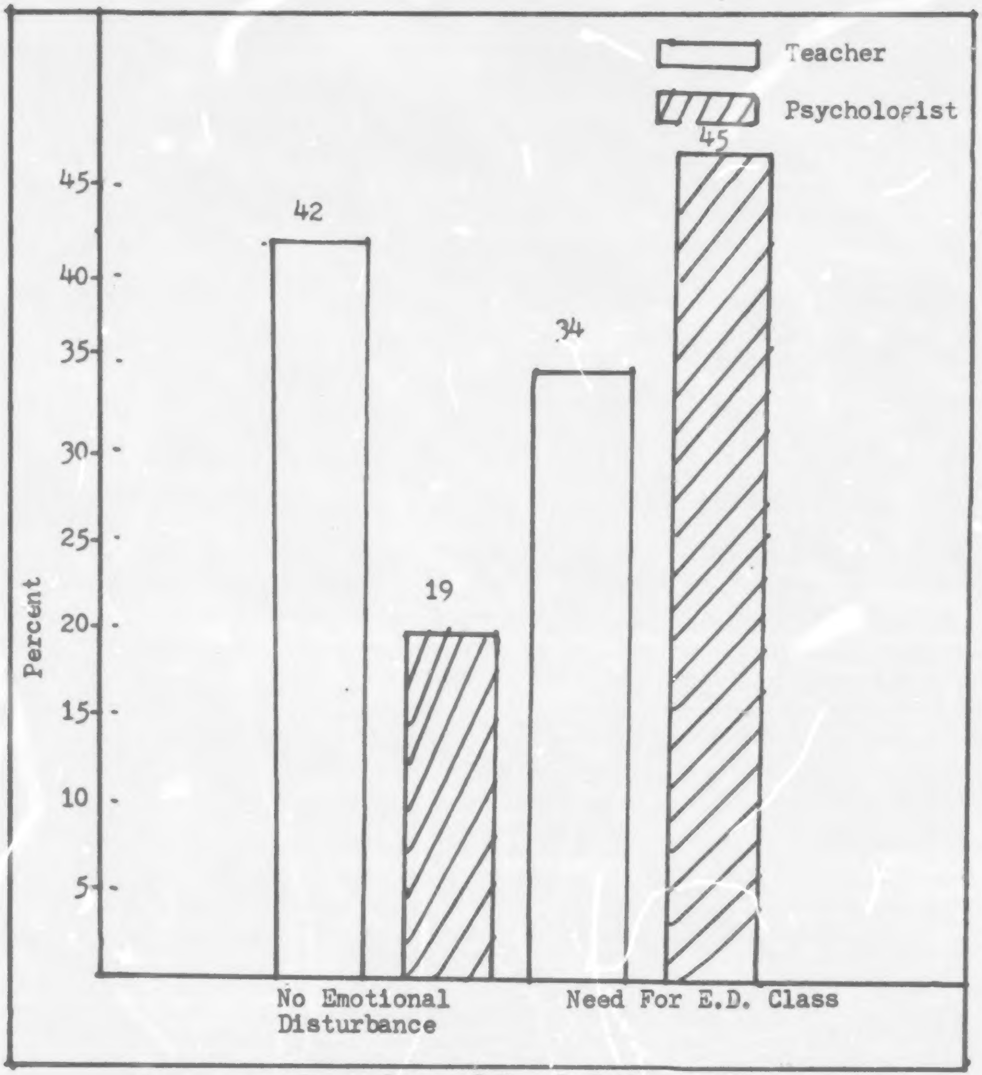


Figure 37 Comparison of Moral Judgment Based on the Degree of Emotional Disturbance as Recognized by the Teacher and the Psychologist.

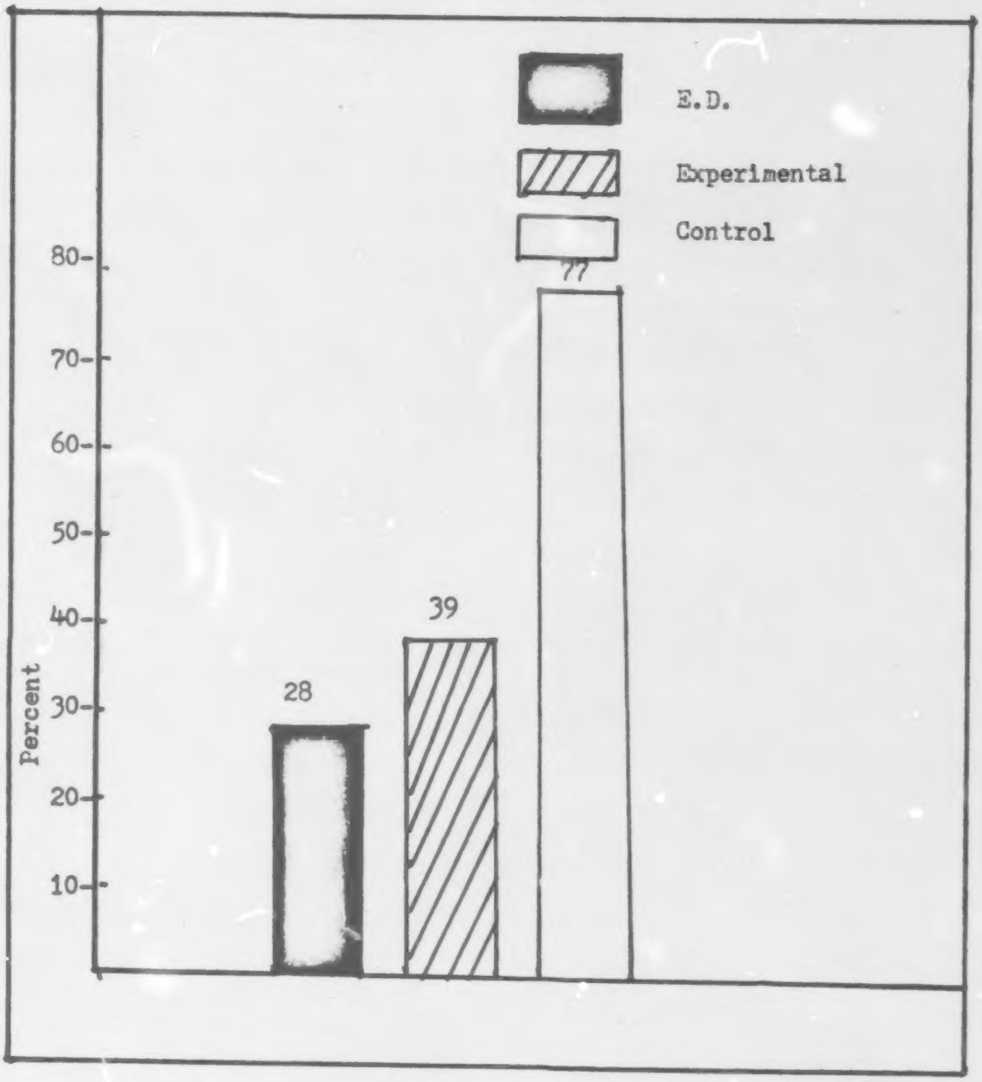


Figure 38 Comparison of Scores in Honesty Test Between Children Who Had Been in E.D. With Children Who Were in Experimental Group And Were Not in E.D. as Well as Children in the Control Group.

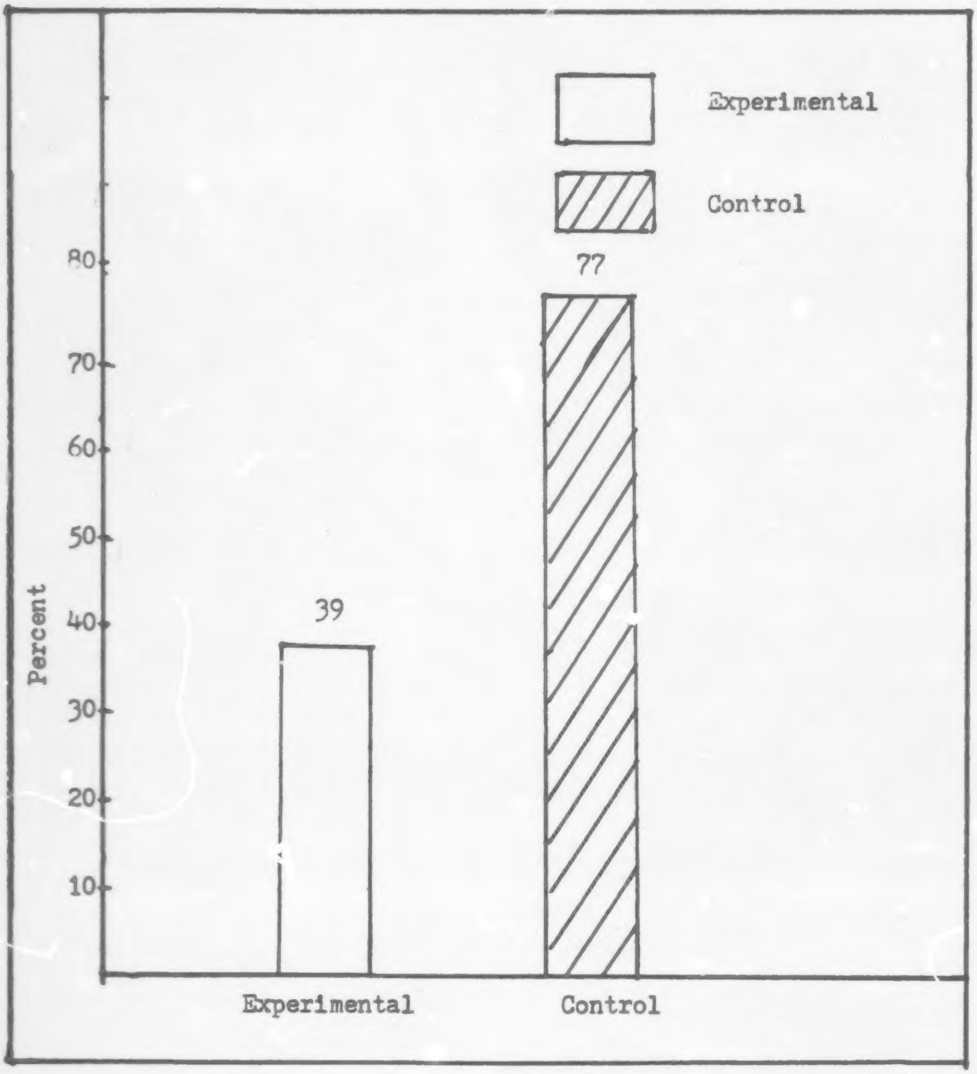


Figure 39 Comparison of Moral Judgment Between Experimental and Control Groups.

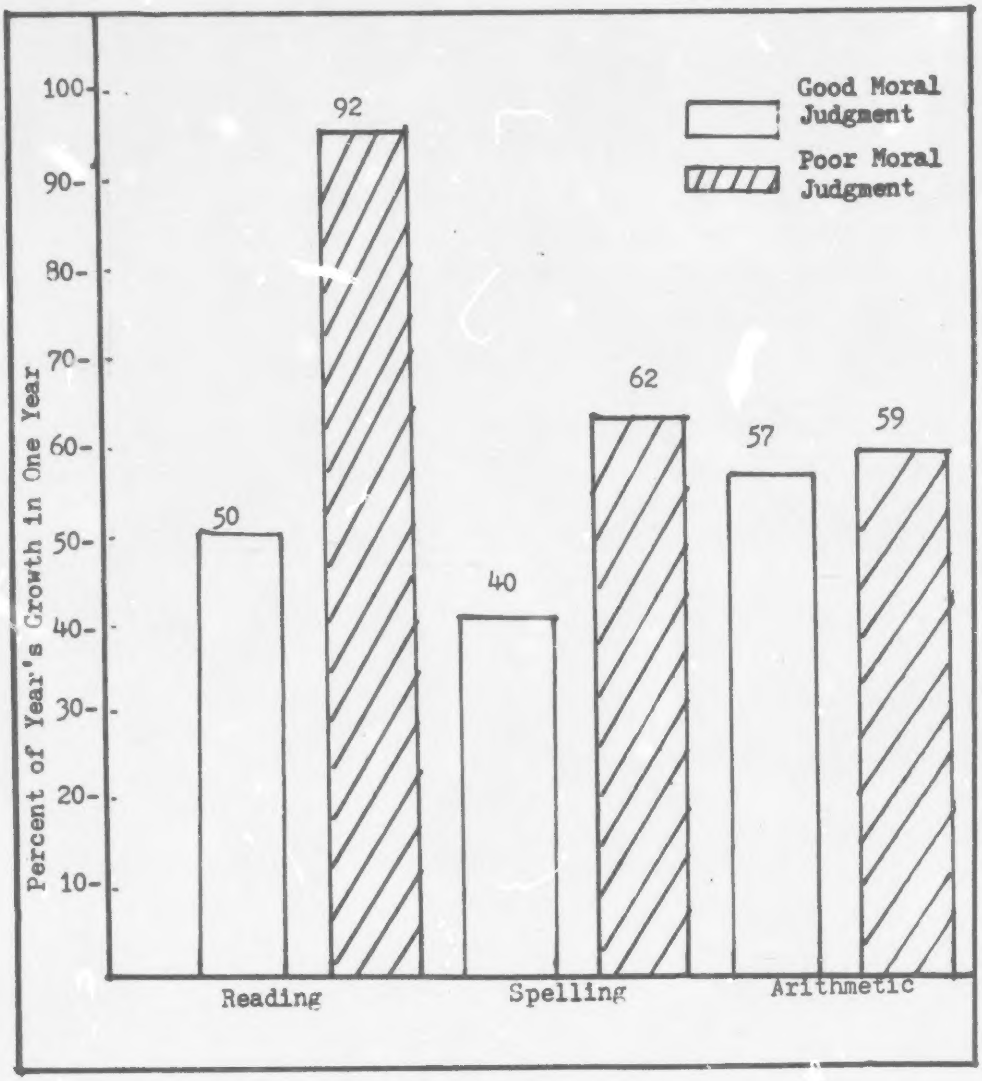


Figure 40 Moral Judgment and Rate of Progress For Children in Experimental Group.

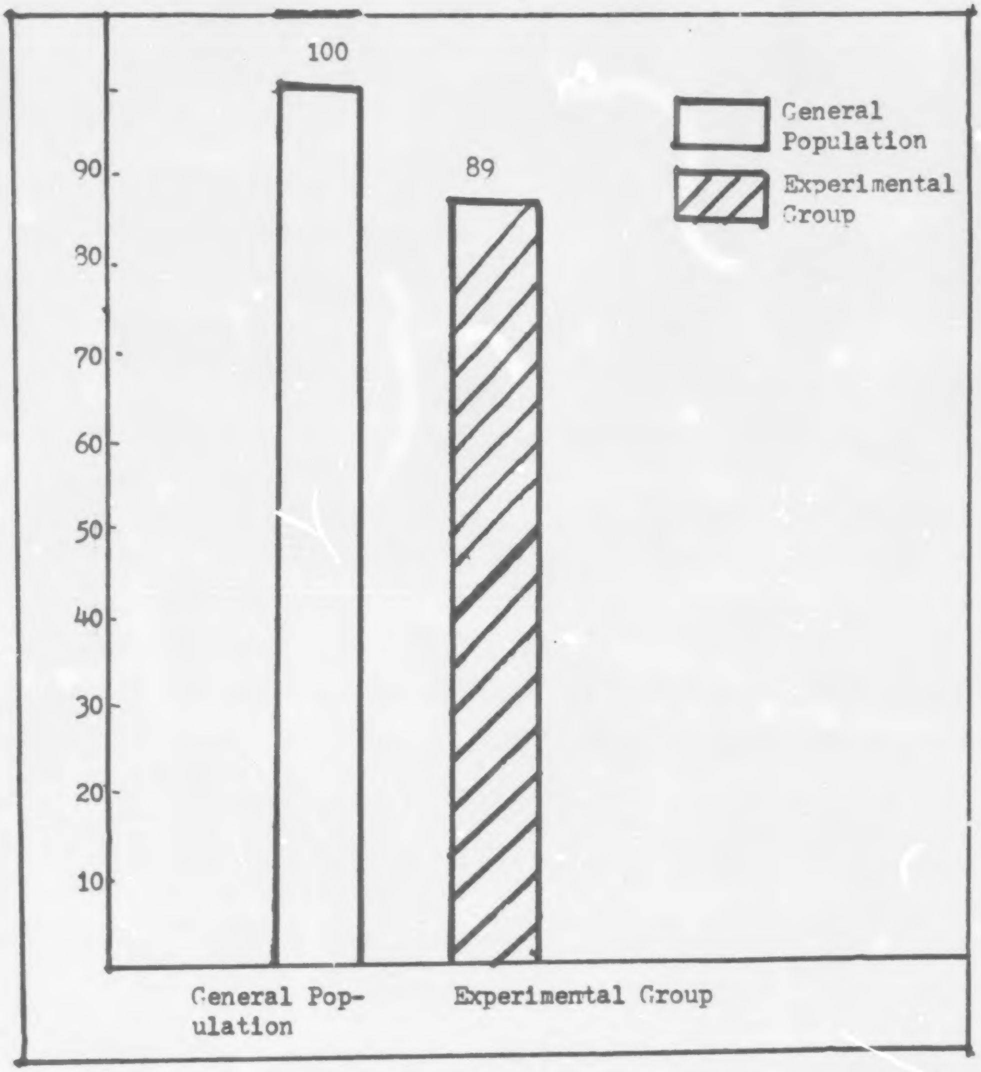


Figure 41 Comparison of I.Q. of Experimental Group With the General Population.

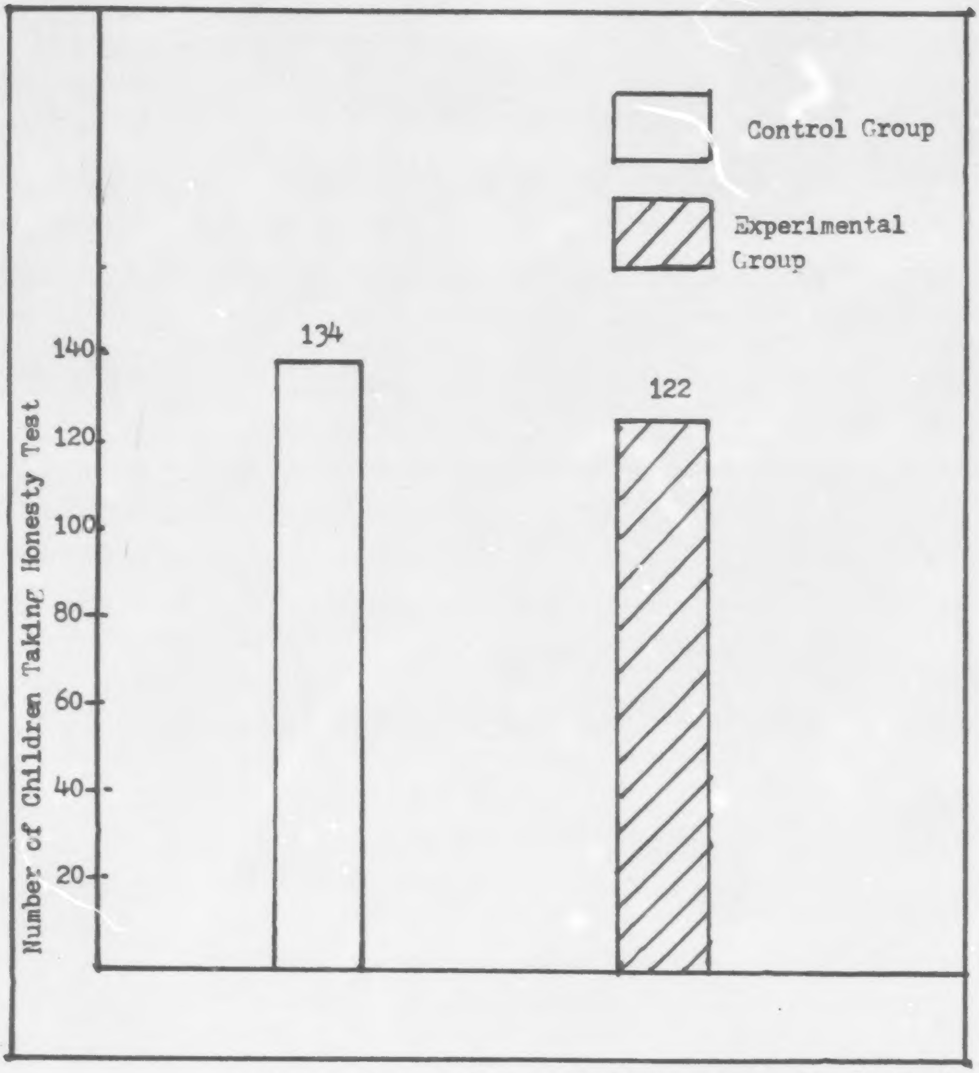


Figure 42 Number of Children Taking Circle Test.

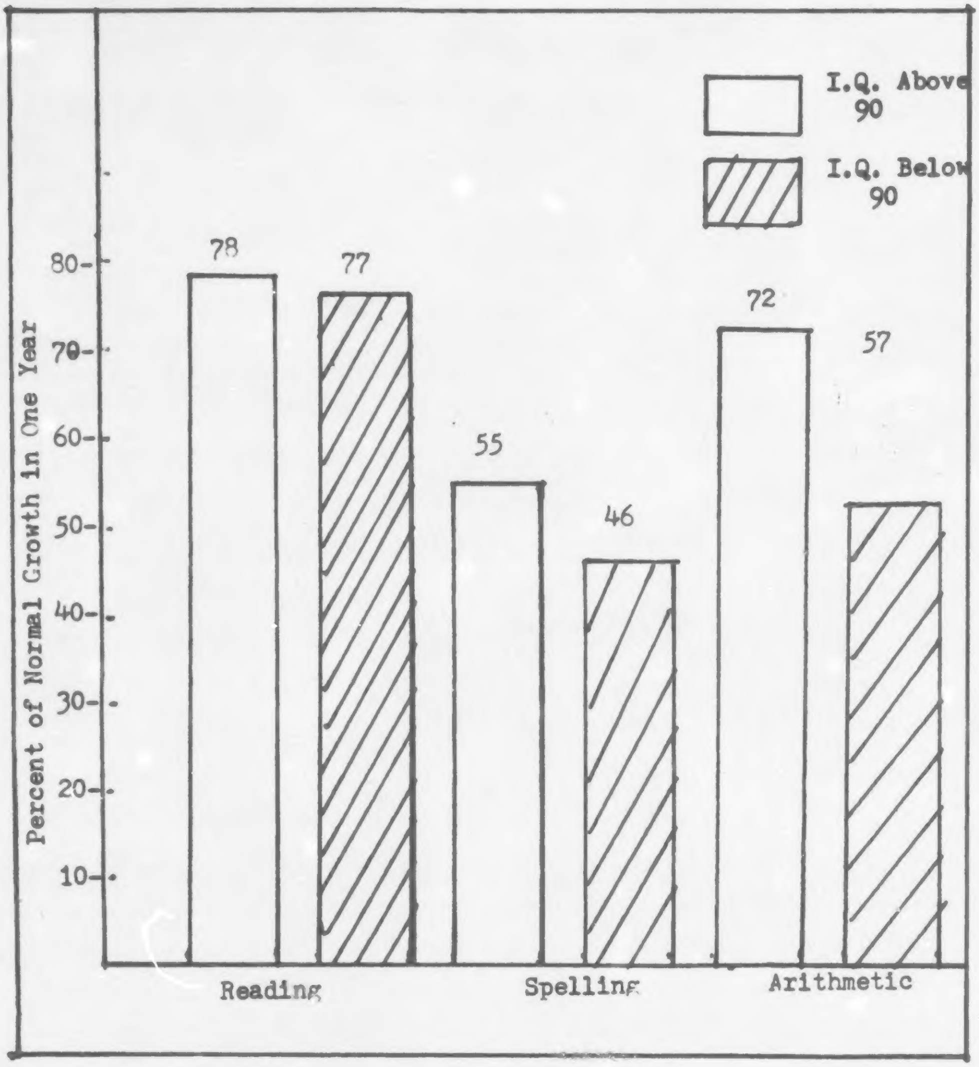


Figure 43 Comparison of I.Q. With Rate of Progress in Reading, Spelling, and Arithmetic.

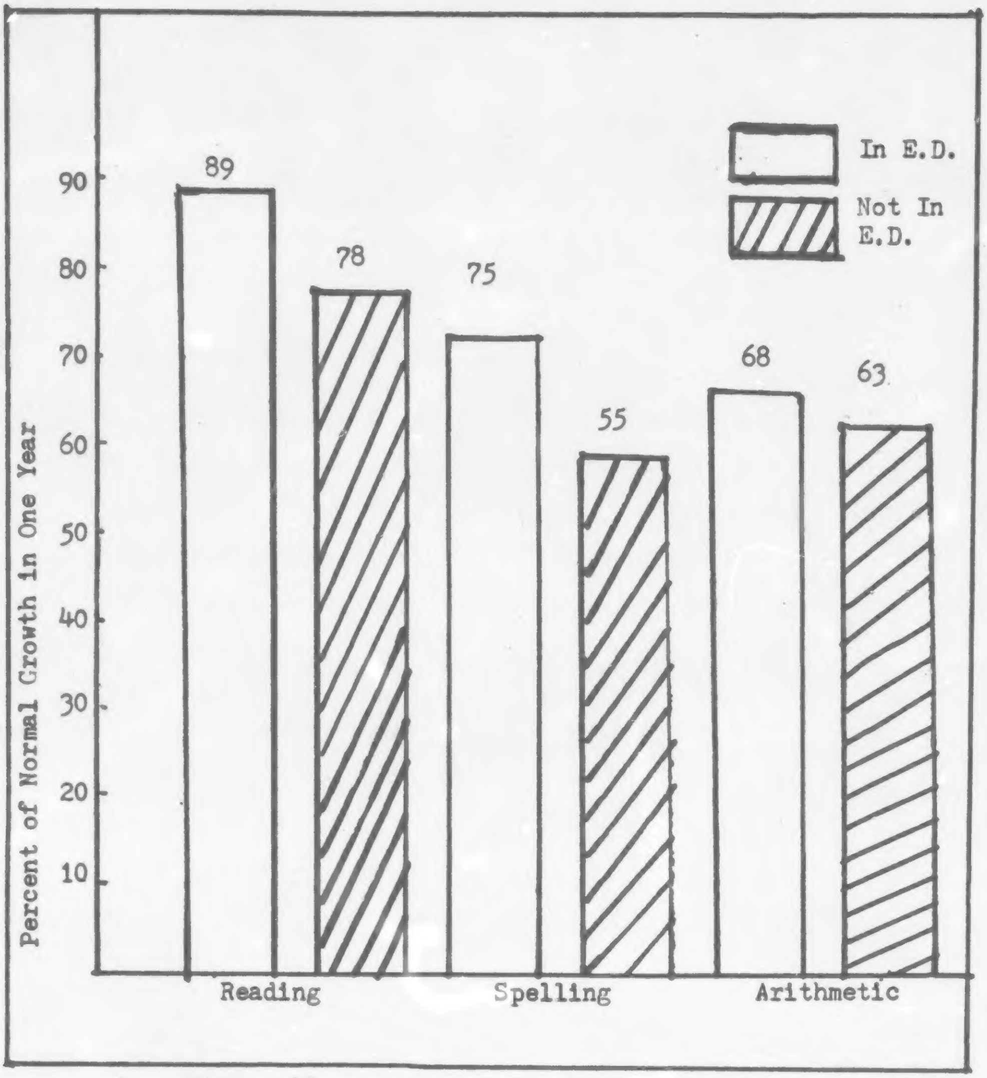


Figure 44 **Growth** of Children Who Were in E.D. **Compared** With All of the Other Children in the Experimental Group.

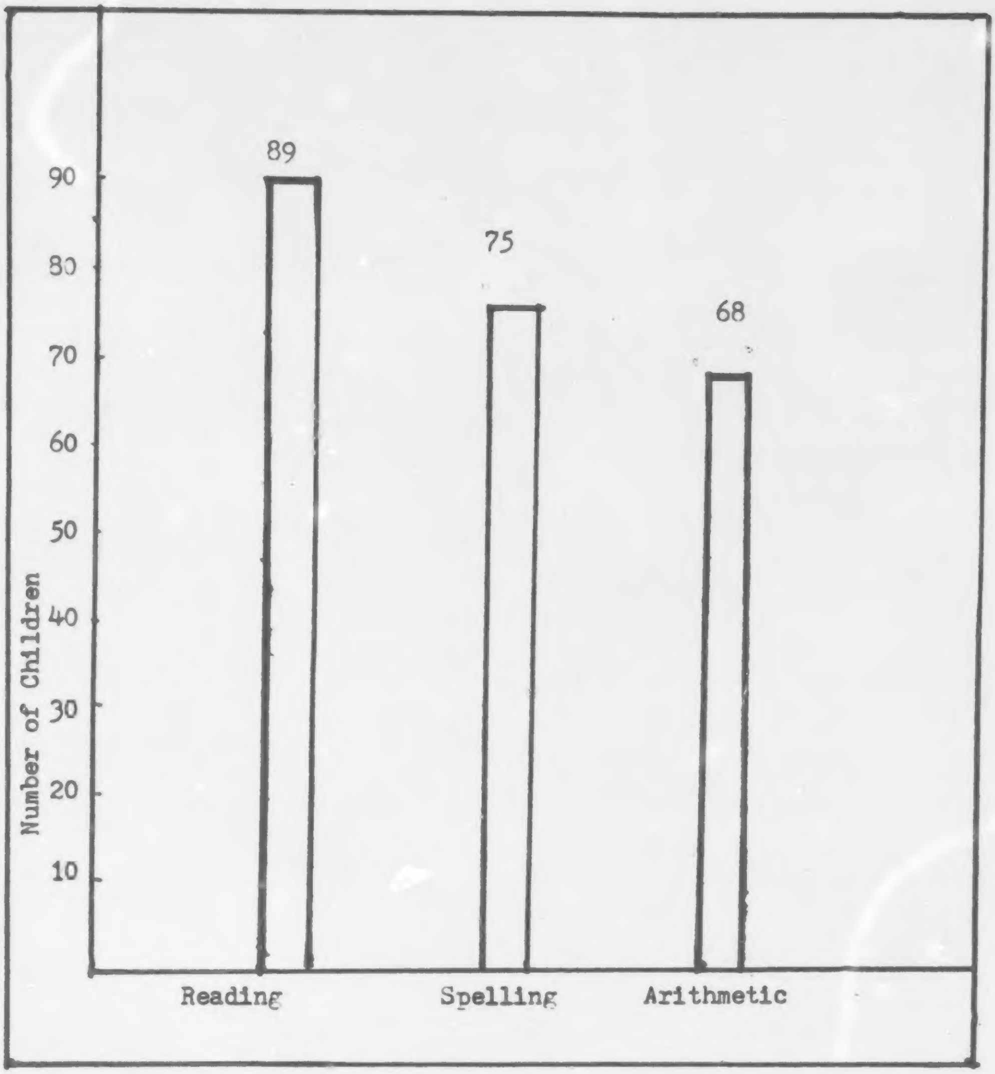


Figure 45 Rate of Progress of Children Who Had Been in E.D. Class.

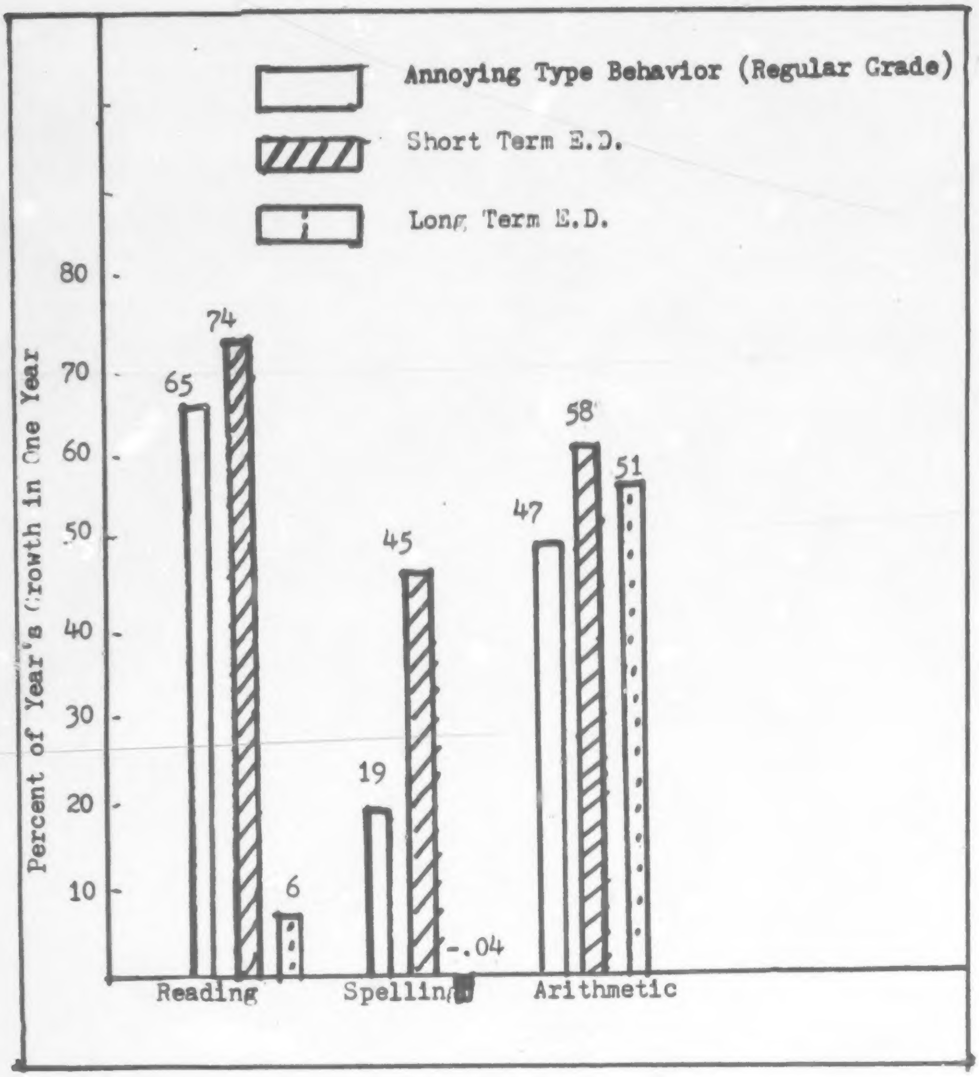


Figure 46 Comparison of Children's Rate of Progress With the Degree of Emotional Disturbance.

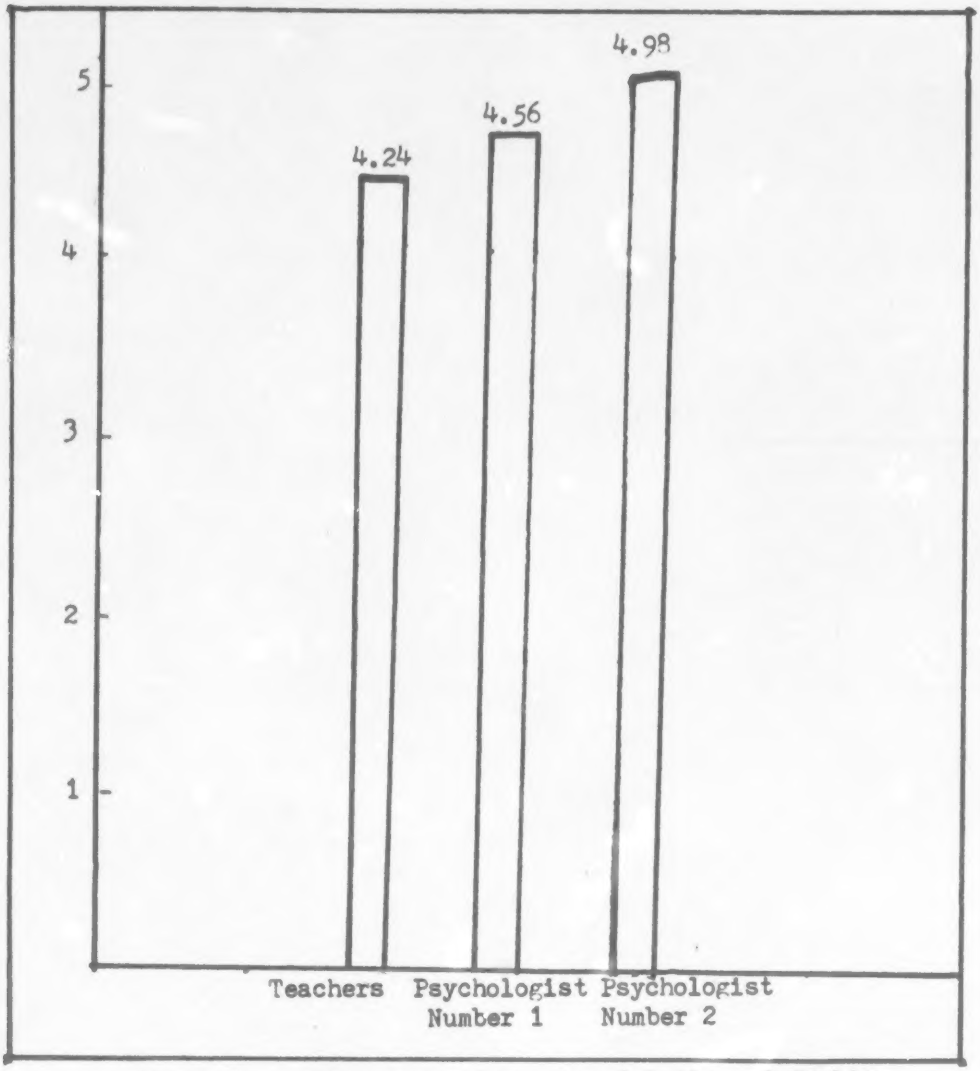


Figure 47 Comparison of Teachers' Rating of Children and Psychologists' Rating of the Degree of Emotional Disturbance Based on a Scale of One to Seven.
7= Need For Mental Hospital
6= Need For Long Term E.D. Placement
5= Need For Short Term E.D. Placement
4= "Pain in the Neck", Regular Grade Placement
3= Average Student, No Problem
2= Good Student, Better Than Average
1= Outstanding Student

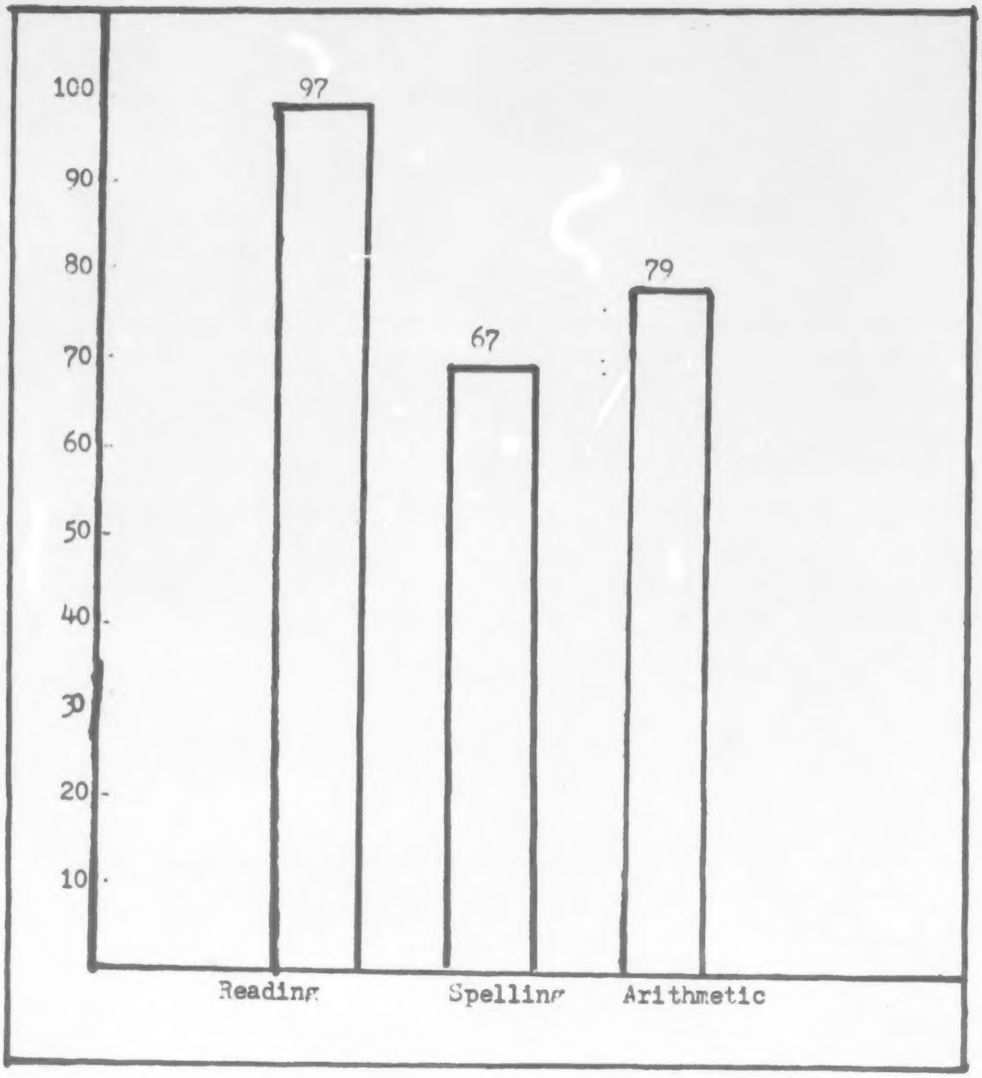


Figure 48 Students Who Were Rated by Teacher as Needing Short Term E.D. Placement Improved the Most in School Skills.

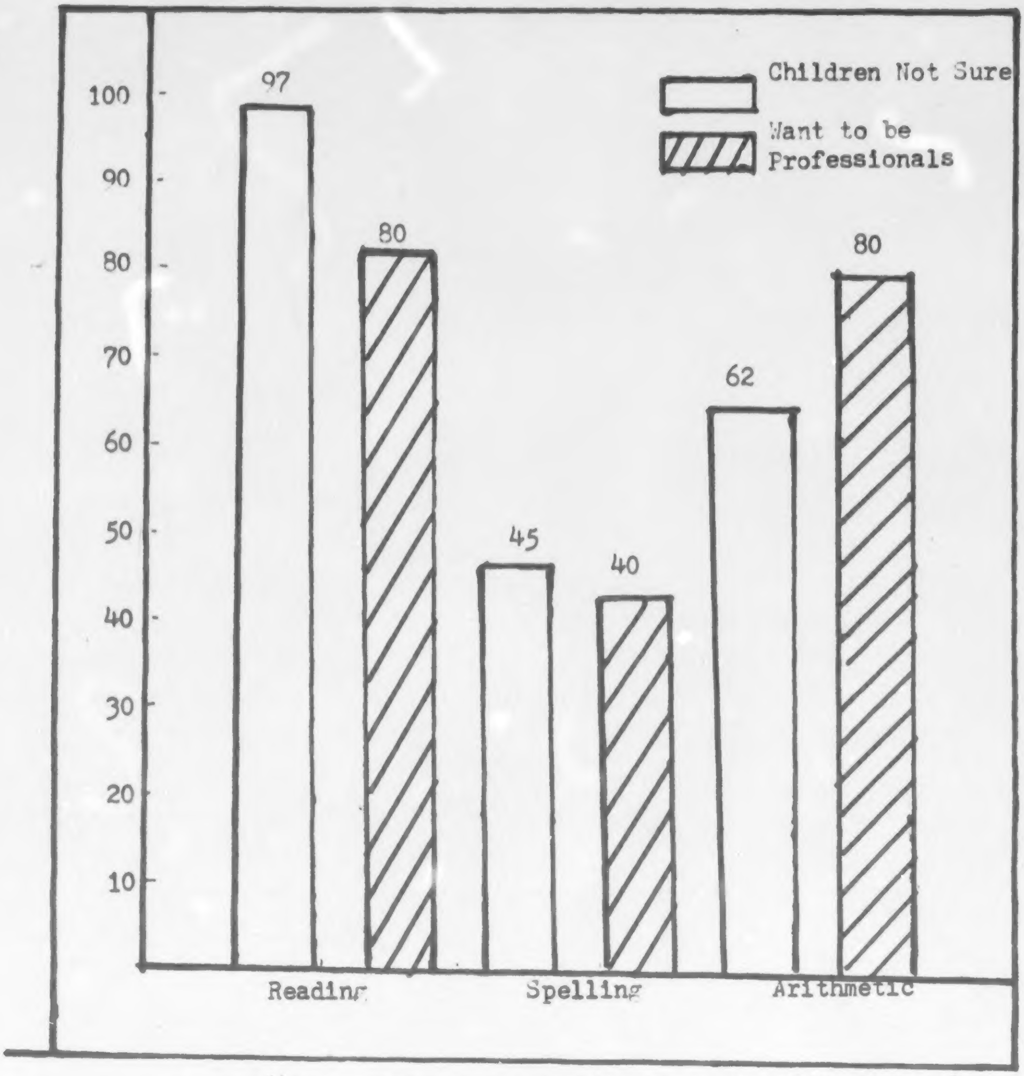


Figure 49 Comparison of Vocational Choice With Rate of Progress in Reading, Spelling, and Arithmetic.

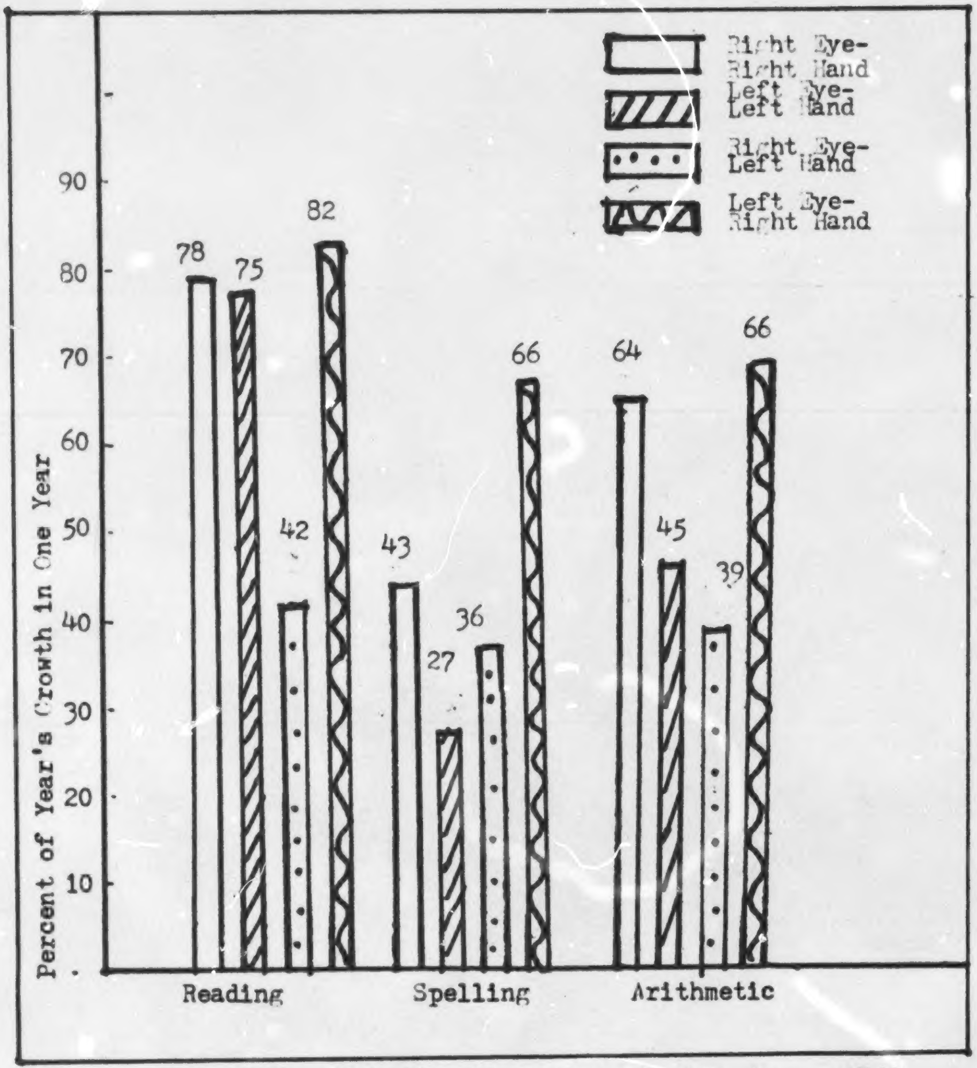


Figure 50 Relationship of Eye-Hand Dominance With Rate of Progress in Reading, Spelling, and Arithmetic.

Appendix C

Permission Letter to Parents.

Dear Parents of

On your child was tested by me in order to discover what was preventing him/her from functioning up to capacity. Some children have improved considerably since they were last tested, while others have either not improved or improved only slightly. I am therefore retesting some of the children in order to find out why some improve and others do not.

Your child was selected in order to find out how we can help him/her as well as others in the future. This test will not change his school placement, and no one in the school including his/her teacher, principal, or counselor will know the results of an individual child's score unless you as a parent share the results with them. I will personally share the results with you, if you so desire.

Thank you for helping me do a better job in helping the students at your child's school.

Sincerely yours,

Marvin E.

Marvin E. Feigenberg

State Certified School Psychologist

Appendix D

Diagnosis and Treatment of E.D. Children.

Public school systems are constantly being faced with the problem of what to do with children who have emotional problems. In the past they had the options of either planning programs for the emotionally disturbed or else to buy these services from a private facility. Other options included merging resources with several other school systems and supporting a common facility. Still other options had been for one school system to pay another school system to care for the few children who could not adjust in their own schools. Some school systems chose to ignore the problem completely and state that they did not have any children who were emotionally disturbed. Some of these children were treated as disciplinary cases or simply tolerated or ignored.

Several legal rulings have been handed down from the bench in the past several years, but none have been as inclusive as Federal Law 94-142. With the passage of Federal Law 94-142, and with local and state laws such as the Right to Education Court Decree stemming from the Philadelphia association of Retarded Children's Law suit against the State of Pennsylvania, the school districts throughout the nation must provide a meaningful education to all children ages four to twenty one.

School systems began to impliment programs or to provide services for all types of exceptionalities. Many of these children had not been in public schools or if they were students, were not being provided with the full range of services that they needed, Some school systems did provide service for many years, The next twenty-seven pages are an example of how the Philadelphia Psychologists Professional Committee feels these problems can be resolved.

General Testing Procedures and Practices That Are Presently Used to Identify Children Who Are Emotionally Disturbed

Definition of Emotional Disturbance:

It is not difficult to locate definitions of the term, "emotionally disturbed". It is also not difficult to find definitions that are diffuse, all-encompassing and of little scientific value. The problem with defining, "emotional disturbance" is related to who is defining it. The problem with school definitions is the frequency with which aggressive behavior is labeled as emotional disturbance.

This factor alone accounts for the large number of children being described as deviant and being presented to special education for help. The focus of the problem, transgressing against the norms of the school, is viewed as stemming from the internal problems of the child. This view differs from the ecological approach in which environmental variables are viewed as possible determinants of children's emotional reactions and adjustments.

Peer group definitions of deviance suffers from the difficulty of defining which comes first, the strange behavior that alienates peers, or peer rejection?

Parental definitions may be influenced by the family's needs as well as by its own pathology. Is the child being made a scapegoat (Philadelphia School Psychologists, 1977)? Any definition based on the perception of others is potentially biased. The following definitions are accepted representing several perspectives:

1. An educational definition- An E.D. child is a child whose needs cannot be met through the ordinary provisions of education because of disorders

of behavior or disorders of learning, even though the ordinary provisions are flexible and oriented towards individualized instruction.

2. A statistical approach- It is important to know what normal development is. Age norms must be used. One of the criteria for abnormality of child behavior is that it has persisted beyond the usual age. Behavior becomes abnormal when it is too easily aroused or is inappropriate to the individual's age or situation.

3. A psychiatric approach- Children cannot be called abnormal simply because of some bit of behavior. Children bite their nails, wet their beds, etc. for a reason, even though it may be transitory. When the behavior persists, the child has a feeling about it, and his feelings may be more disturbing than the symptoms themselves.An E.D. child is one evidencing one or more of the following characteristics:

(a) An unexplained inability to learn that cannot be explained adequately or primarily by intellectual deficits, specific learning disabilities, or by differences in cultural or ethical background.

(b) An inability to achieve satisfactory social relationships with children or adults.

(c) An inability to behave at a level commensurate with one's developmental status.

(d) An inability to display confidence and belief in one's self or to overcome feelings of sadness.

(e) An inability to cope with stressful situations in school without developing psychosomatic reactions. One must also consider the frequency, intensity, and duration of the behavior in determining whether or not maladjustment exists.

The following definitions are found in guidelines issued by the Department of Education for the State of Pennsylvania for programs for the E.D. child:

1. Social and emotional disturbance is that condition occurring in individuals causing their behavior to be inappropriate either qualitatively or quantitatively. Such deviation in behavior ranging from aggressive destruction to morbid withdrawal from reality constitutes a need for special educational programs for these school aged persons designed primarily to ameliorate their emotional difficulties and to remediate the educational deficits which have evolved as a result of their condition.

2. Children are construed to be socially and emotionally disturbed when their reactions to life situations are so personally unrewarding and so inappropriate as to be unacceptable to their peers and to adults.

3 Pupils of normal or potentially normal intelligence whose social and/or emotional problems are so severe that they are prevented from functioning normally or to make educational progress at a rate commensurate with their abilities in a regular grade. These children experience serious difficulty in learning or withdraw and fail to participate or are aggressive and disruptive.

The School District of Philadelphia published guidelines for socially and emotionally-disturbed pupils in September 1976. It describes emotionally disturbed persons as those whose reactions to life situations are so personally unrewarding and inappropriate as to be unacceptable to peers and adults. These persons manifest maladaptive behaviors ranging from aggressive destruction to serious withdrawal.

Behaviors exist over a period of time and to such a degree as to necessitate special education programs designed to ameliorate emotional and social difficulties and to remediate educational deficits which have resulted. This definition appears to be useful as a working definition from both a theoretical and a practical standpoint.

The Pennsylvania Department of Education lists several criteria for determining which children should be considered for an E.D. program. The criteria are as follows:

1. Children must be of average or potentially average intelligence The emotional problems are so severe that they are unable to function in a regular grade or make educational progress at a rate that is commensurate with their abilities.

2. Children whose behavior is a destructive influence on other children and whose serious emotional problems call for their education by specially qualified teachers who can give them individual attention and assistance.

3. Children who are so disturbed as to be unresponsive to the regular classroom. When a behavioral analysis of the child's functioning in the school and classroom environment indicates through diagnostic team evaluations based on the special education teacher's referral, that the child no longer needs a special class, he or she shall be returned to his or her regular classroom.

4. Children with other handicaps shall be afforded all the benefits of programs designed for the education of socially and emotionally disturbed children if they have this additional handicap. Organizational patterns for the multi-handicapping conditions shall be arranged

accordingly.

(e) In no instance shall a pupil be placed in classes for the emotionally disturbed for disciplinary reasons.

The School District of Philadelphia lists the following criteria for the identification and selection of socially and emotionally disturbed children:

A. School-aged persons should be considered for special-class placement only after all other available school resources for improving learning and adjustment have been explored and utilized. The person should be known to the counselor and have had a period of active counseling, including work with parents, consultations with teachers and other appropriate school personnel. Referral for psychological and psychiatric evaluations may be part of the process as well as referral to a community agency for therapeutic intervention for the person and his family.

B. When available alternatives have been exhausted, persons who fit the following criteria may be referred for possible E.D. placement.

1. Persons with average or potentially average intelligence as determined by an individual psychological examination.

2. Persons whose behavior is so disruptive to themselves and others in the regular classroom as to seriously impede teaching and learning.

3. Persons who are severely withdrawn or unresponsive in the regular classroom.

4. Parents must consent to placement.

5. Parents are expected to participate in the parent support activities. It should be noted that under no circumstance should anyone be placed in an E.D. classroom for disciplinary reasons.

C. Not all persons diagnosed as emotionally disturbed are suitable candidates for a public school E.D. program. Persons who are so seriously lacking in internal controls that they cannot safely be contained in a public school setting, persons who are so out of touch with reality as to be considered psychotic, and persons whose primary handicapping condition is mental retardation or serious neurological involvement are not suitable for placement.

Several criteria for the identification and selection of emotionally disturbed children are found consistently in the literature. Kessler lists what behaviors are deviant so that teachers, counselors, parents, and clinics know who to refer to an E.D. program (Kessler, 1966).

1. Age discrepancy- ages by which most children have outgrown particular behaviors.

2. Frequency of occurrence of the symptomatic behavior is aroused under minimal stress and therefore occurs very often.

3. The number of symptoms.

4. The degree of social disadvantage.

5. The child's inner suffering.

6. Intractability of behavior. Have efforts to discourage the behavior proven futile?

7. General personality appraisal- This criteria has to do with general adjustment, rather than with isolated systems, relationships with family, and outside authority peers. Criteria for judging whether a child needs help can be conceptualized in terms of progression(growth and constant change), fixation (Standstill out of step with peers), and regression (going backwards).

Cruickshank specified that certain personality factors are related to depressed academic achievement (Cruickshank, 1971).

1. ability to handle anxiety
2. feelings of self worth
3. conformity to authority demands
4. peer acceptance
5. less conflict over independence and dependence
6. engagement in activities of an academic nature
7. setting of realistic goals

In judging the social and emotional maturity of an individual, his age must be taken into consideration. The following table will provide help in recognizing emotional immaturity:

Age Level	Chief Characteristic Activities and Adjustments	Symptoms of Immaturity and Instability
First year of life (infancy)	Feeding or nursing, sleeping, elimination, muscular growth and control; primitive perception of surroundings	Failure to feed, excessive crying, poor sleeping vomiting, constipation, stiffening of body when held, general irritability
Early childhood ages one to three years	Muscular control, walking, talking, bowel and bladder control, self-feeding and dressing, beginning of socialization	late walking and talking, stuttering, poor bowel and bladder con-

		trol, feeding and sleeping problems, tantrums, etc.
Pre-school childhood ages three to six years	Socialization in play and at home, rapid language development, control of fine muscles of hands and legs, interest in body, attachment to parent of opposite sex.	Demands for attention, negativism, masterbation, tantrums, enuresis, cruelty, poor adjustment to other children.
Pre-Adolescence ages six to twelve	Cooperative play, vigorous muscular activity, interest in world outside home, meets strangers easily, adjustment to authority	Reading and other school problems, poor motor coordination, enuresis, shyness, anxiety and fears, guilt.
Adolescence ages twelve to twenty	Sexual maturation, social awareness (particularly of opposite sex), group organizations, rapid bodily growth, concept of independence and	Anxiety attacks and fears, physical symptoms, seclusiveness, over-activity, homosexuality confusion, inadequacy, excessive feelings

	social responsibility, intellectually active, plans for adulthood.	of guilt.
Early Adulthood ages twenty to forty	Responsibility for self, family and community	Dependence, anxiety, escape reactions, marital difficulties, behavior problem children, physical symptoms.

It is clear that differences exist between the perception of emotional disturbance in children by teachers and by school psychologists. In order to more effectively identify emotional disorders in children, it would be helpful if teachers and psychologists were able to acquire an understanding of each other's position. Fremont, Klingsporn and Wilson attempted to identify the indicators of emotional disturbance by school psychologists, guidance counselors, and teachers by utilizing a survey for classifying conduct and personality disorders that are common in middle childhood (Fremont, Klingsporn, and Wilson, 1976). The following list of descriptors contains fifteen descriptors representing personality problems (marked by asterisks) and fifteen descriptors representing conduct problems:

1. Anxiety *
2. Attention-seeking
3. Boisterousness
4. Crying *
5. Daydreaming *
6. Depression *
7. Destructiveness
8. Dislike of school
9. Disobedience
10. Disruptiveness
11. Drowsiness *
12. Fighting
13. Hyperactivity
14. Hypersensitivity*
15. Irresponsibility

16. Jealousy
17. Lack of interest in environment *
18. Lack of self- confidence *
19. Laziness in school
20. Lethargy *
21. Negativism
22. Physical complaints*
23. Preoccupation*
24. Profanity
25. Proness to become flustered
26. Shyness *
27. Social withdrawal *
28. Special fears *
29. Temper tantrums
30. Uncooperativeness

* Personality disorders

The findings of this study indicate that school psychologists preferred personality disorders as indicators of emotional disturbance over conduct disorders. Teachers and counselors did not distinguish between personality and conduct disorders as indicators of emotional disturbance. What is of particular importance in this study is the lack of agreement between school psychologists and counselors. The authors imply that school psychologists are more likely to label children with personality disorders as being emotionally disturbed than are counselors. Such a discrepancy can only result in confusion where identification of the emotionally disturbed child is necessary.

Evaluation

The Pennsylvania Department of Education's Standards for Programs for Socially and Emotionally Disturbed Children defines evaluation as:

An evaluation requires the analysis and investigation necessary to make a sound judgment as to the appropriateness of the educational assignment of the student thought to be exceptional. An evaluation shall involve a review of existing cumulative data and documentation. An evaluation shall include and a re-evaluation may include comprehensive psycho-educational testing, subject to specific requirements contained in specific program standards. The nature of the individual's behavioral characteristics shall determine the psychological, educational, and other assessment services to be used in the evaluation of a school-age person who is thought to be exceptional. The nature of the individual's behavioral characteristics shall determine uniqueness in procedures or protocol which may be necessary in the evaluation of a school aged person who is thought to be exceptional. Kessler describes the objectives of such an evaluation as follows (Kessler, 1966):

1. to determine in what areas and to what extent the child differs from others of his age.
2. to assess the chronicity of his problems.
3. to formulate some hypotheses about possible contributing factors, past and present.
4. to assess areas of strength in the child and in the family situation.
5. to decide on the next step.

A frequent error is mistaking classification for diagnosis. A label such as retarded, neurotic, disturbed, is never a diagnosis. Such labeling is a classification and says he belongs to a group whose members share certain characteristics. Such labeling is of little use where we ask ourselves what we can do to help a person with their problem. For this we need a classification, we need a diagnosis.

The term"diagnosis" is derived from the Greek word meaning"through knowledge". The traditional objectives of diagnosis, to achieve reliable assignment to a given category on the basis of observable symptoms, to provide some reference to etiology, to offer a differential prognosis, to suggest treatment procedures, is difficult when the concept is applied to mental rather than physical disorders. In addition to the problems which apply generally to the entire field of diagnosis, there are specific

problems which are encountered in the evaluation of children's behavior, including:
1. limited language.
2. limited experiences, limited practice in reporting feelings.
3. sex differences, differential developmental rates.
4. relative instability of children's personalities, undergoing constant and sometimes rapid developmental growth and change.

Especially needed in the assessment of normality is evaluation from a developmental perspective. This requires a consideration of normal maladjustment as well as of clinical deviant behaviors. It also requires a knowledge of typical growth problems such as dependency, and a discussion of the stability of behaviors, especially those assumed to be abnormal. A child who has a problem is not necessary pathological. A question we must ask is how long a child must manifest abnormal behavior before he is labeled as emotionally disturbed. How do we distinguish between the child who has problems and the one who is maladjusted?

We are unable to use blood tests or other chemical evidence to support our findings as they would do in medicine. We deal with many factors which interact and cause the given behavior. Consequently we do not use single terms but describe the behavior in paragraph form. We also describe the strengths and weaknesses.We then try to identify the major contributing factors.

We observe the etiology of the behavior. Is it functional resulting from trauma or as a result of an organic problem? It is often both organic and functional as a result of the interplay of the child and his environment. The emotional problem may be secondary to the organic condition, it may be concurrent, or it may be coincidental and unrelated.

Is the disturbance the result of inner conflict or of conflict between the child and reality? Within the category of functional disorder is an etiological subdivision; reactive vs. internalized. Reactive problems are seen as the direct outcome of environmental forces operating upon the child. The internalized problems cannot be explained in terms of current circumstances. They may be attributable to past circumstances, but by the process of internalization or learning, they have become an integral part of the child's personality, not modifiable by simple changes in his environment.

Effect refers to whether the disturbance results in suffering for the patient or in suffering for other people. How much of the individual's functioning is disturbed? What is the degree of disturbance, level of severity, and disabling effect? How much will the child grow out of through maturity? Some authorities feel that psychologist should not diagnose but should just describe behavior.

If we can adequately describe a child to a teacher, she should then be able to implement the appropriate educational techniques. Clinical diagnosis is a term borrowed from medicine and seems inappropriate for classroom use. Diagnosis implies disease, disturbance, pathology and nothing positive. In contrast, assessment includes both strengths and weaknesses, and should explain the relationship between a child's disturbance, ability, and level of functioning. Thus assessment is a serviceable tool for understanding as opposed to a diagnostic label for the purpose of disposition in a hospital or clinic (Clarizo, 1971).

The concept of a diagnosis is necessary at times when a differentiation between two similar etiological factors is required. It is generally difficult for the psychologist to tell whether a given behavior disorder results from psychogenic or somatogenic factors because of the interrelationship of psychological and somatic processes. We cannot state with any degree of certainty that a child's hyperactivity, distractability, and extreme over-responsiveness stem from a brain injury or from an emotional disturbance.

Behavior, whether psycholinguistic, psychomotor, or social must be identifiable and significantly different for these groups in order to justify separate curricula and teacher training. The lack of identifiable differences between children on the basis of the educational diagnosis of learning disability and emotional disturbance on any one test does not necessarily mean that children do not have significant differences. The literature has suggested few differences in those areas examined.

An example of the difficulty of the differential diagnosis of emotionally disturbed and learning disabled is found in a study by Fremont (Fremont, 1977). The findings of this study indicated that children in learning disability classes were deficient in total psycholinguistic abilities as measured by the ITPA. Similar overall deficits have been found in other studies. Further findings indicate that the children in E.D. classes were also deficient in overall psycholinguistic abilities as compared with children in regular classes. The E.D. group and the learning disability group, although significantly different from the normal group, were not different from each other. With children in E.D. class showing psycholinguistic deficits no less severe than children in learning disability classes, more consideration of the E.D. child's cognitive deficits is indicated.

types of mental retardation. Differential diagnosis can be very difficult because the symptoms of psychotic conditions in children are sometimes similar to those of other aberrant conditions. It is extremely difficult and sometimes impossible to distinguish between a young mentally retarded child and an emotionally disturbed child who displays minimal speech and unresponsiveness to the environment. Another complex diagnostic problem is sometimes posed with respect to assessing the child's reality testing. It is frequently no easy matter to distinguish between the active fantasy life characteristic of many young children with vivid imaginations and the blurring of reality characteristic of seriously impaired children. In such cases, there are no firm guidelines to follow. All of the adjustment characteristics, test data, and the history must be considered carefully. With older children, the diagnosis of schizophrenia can frequently be made on the basis of pathological behavior which is openly bizarre.

Intelligence quotients, per se, are often not as useful as might be inferred from the case described, since youngsters characterized by both conditions often score below the average range. What clinicians regard as more revealing are the intratest data and the quality of the subject's responses. For diagnostic purposes, it is sometimes helpful to distinguish between inconsistent and consistent and uneveness of performance. Clues of hidden intellectual potential will often be suggested by inconsistent performance on a test of intelligence. The child may miss the answer to a simple question only to answer a much more difficult question of a similar nature. Such inconsistency would lead the teacher or psychologist to suspect that the child might not be mentally retarded, as his over all I.Q. score suggested. The presence of consistent unevenness might lead one to suspect that a child is not emotionally disturbed, since emotionally based disturbances in thinking might occur on any type of test at any time rather than being restricted to specific mental functions.

For purposes of differential diagnosis, psychologists generally regard projective techniques as being more useful than I.Q. tests. With the use of projective techniques, incoherence, contradictions, unusual verbalizations, and "word salad" have been reported as characteristic of thought disorganization among psychotic children.

Kessler describes the criteria for psychosis(Kessler,1966):

1. a history of profound disturbance in parent- parent and parent-child interaction during the neonatal period.
2. normal motor development
3. fragmentary evidence that the child functions at or above his age level
4. emotional and social peculiarities

Behavioral criteria includes:

1. seclusiveness
2. irritability when seclusiveness is interrupted
3. daydreaming
4. bizarre behavior
5. diminished number of personal interests
6. regressive nature of personal interests
7. physical inactivity
8. sensitivity to comment and criticism

The more severe the psychosis, the more it is likely to be associated with mental retardation. At best, differential diagnosis is very difficult.

The concept of cultural disadvantaged must be considered when a differential diagnosis is called for. The culturally disadvantaged must be differentiated from the emotionally maladjusted. It may be true that some of the culturally disadvantaged are also emotionally maladjusted, but this is not a characteristic of all the culturally disadvantaged. Emotional maladjustment is a personal problem, namely the inability of the individual to promote a personally effective and satisfying organization, meshing his abilities with the demands of his particular culture. Emotionally maladjusted persons are generally chronically unhappy and are severely limited psychologically in the extent to which they can participate in their culture. In more extreme cases, the incapacitation reaches degrees of total breakdown. Emotional maladjustment is likely to respond to intervention by psychotherapy, medication and other techniques.

The culturally-disadvantaged person has problems only in the context of comparison with another culture. Evaluation in the setting of his own social group reveals no difficulties. The problems arise when he is weighed according to the standards of another and foreign culture.

Kessler describes the components of an evaluation (Kessler, 1966).

1. Parental interview, which includes presenting problems, current functioning and personality of the child, history, parental attitudes, family relationships, and history of the parents.
2. Child interview, which includes verbal, play, testing, since communication with children is so difficult to establish quickly. This becomes a shortcut to understanding of the personality.

The quantitative results include scores, norms, and discrepancies.

Qualitive results include social interaction between the examiner and child with many opportunities to make observations about personality functioning, analysis of behavior, and verbal presentations.

Projective testing is the vehicle through which the child reveals many of the same personality characteristics which he reveals in life situations. Hopefully, the test material will be so interesting to the children, that they will lose their reserve and provide material for the psychologist to analyze.

Cruickshank discusses the assessment process in terms of the psychologist's analysis of the child's output (Cruickshank, 1977).

1. Conceptualization- what is present level and quality of conceptualization. The rate and level of growth in this area, acculturation, and environment are included.
2. Interpersonal relationships- How does subject relate to the psychologist and to others? Is he outgoing or withdrawing? Is his behavior compensatory? Is there tension?
3. Communication- How well is he receiving messages from others? Is his attention adequate? What about memory span? Does he tire easily? How is his posture? Are there any motor problems?
4. Energy level- Is vigor of response appropriate to the demands of the situation? Does he overact? Is fatigue a factor?
5. Nature of information- To what extent is your clinical evaluation based upon what you have actually observed? To what extent are you dealing with your own inferences as though they were observed behavior? To what extent is the development of social background information that you obtained from someone else a careful report of specific behavior?

Four questions that might prove helpful to the psychologist in his analysis and understanding of the child's performance were presented by Glasser (Glasser, 1971).

1. How does the subject present himself? (appearance, test, attitudes)
2. What is he really like? (cognitive and effective functioning, defensive maneuvers)
3. Why does the individual behave the way he does? (understanding determinants)
4. How and when, historically, was the behavior acquired? (environmental background)

In his discussion of the clinical interpretation of the WISC Glasser presents the child variables that need to be observed by the psychologist (Glasser, 1967).

1. Hesitant response- reserve (extreme shyness, rapport), apprehension (nervousness), and self protection (threatened, defensive).
2. Active response- friendliness (overfriendliness, ingratiation), initiative (brashness, acting out), confidence (need to impress, denial), energy (hyperactivity), speed (impulsivity).
3. Obedience- dependency (need for approval and reassurance), search for clues (overquestioning).
4. Situational assessment- blocking (at a loss, repression).
5. Thoughtfulness (overdeliberateness- endless pondering, obsessiveness).
6. Persistence (useless, stubborness- persevering, strong drive).
7. Acknowledgement of limitations- intellectuality (rejection of feelings and emotions, overly pedantic, attempt to give all possible answers), use of personal experience (recurrent references to child's own life), openness to experiences (irrelevant intrusive associations, inability to reject nonpertinent stimuli around him, limited attention span,

bizarre interjections),fantasy (loss of reality, ignoring assigned task).

What the examiner must seek as he administers the test is an overall clinical impression of the child, and the child's reaction to the interpersonal situation involved in testing.

Glasser comments that pattern analysis of subtests as a way of distinguishing diagnostic categories such as learning disabled or emotionally disturbed has proved unsuccessful with the WISC. What can be extremely meaningful is a description of the kinds of successes and failures or mistakes, rather than statistical treatment of scores. This offers a qualitative phenomenological profile of personality attributes of vital significance. This point, the "how" of test responses rather than the scores per se, cannot be over-emphasized.

A study by Glasser found that the verbal I.Q. score was the only one of the three total mean WISC I.Q. scores which statistically discriminated between groups of learning-disabled and emotionally-disturbed preadolescent children. The E.D. group obtained the higher verbal mean scale score. There were no significant differences on the total mean WISC full scale I.Q. scores or on the total mean WISC performance scale I.Q. scores.

Research data suggest that the Bender-Gestalt Test is useful in the identification and evaluation of children with emotional problems. Deviations and distorations of the gestalt of the Bender designs are associated primarily with immaturity in visual-motor perception. A child's method of working on the test(size of drawings, organization of the figures, their placement on the paper, and the quality of the pencil line) are all emotional indicators which are primarily related to personality factors and attitudes. It is hypothesized that children with problems of adjustment will show a much higher incidence of emotional indicators on the Bender-Gestalt Test than children who are well adjusted.

Data suggests that children with emotional problems also tend to have significantly more immature visual-motor perception as is evidenced by poor developmental scores on the Bender-Gestalt. It was found that about two thirds of all the children with poor visual-motor perception had emotional problems. It is again emphasized that immature visual-motor perception is considered to be the primary symptom in these children, while the emotional problems are thought of as secondary symptoms which developed as a consequence of the first. It is therefore suggested that the Bender scores obtained with the Developmental Scoring System should not be used for the identification of emotional disturbance in children but rather in the investigation of underlying factors contributing to the child's emotional maladjustment.

The Bender's thirteen emotional indicators are not considered to be a function of visual- motor perception. A child may be free from problems in visual motor perception and yet may show a high incidence of emotional indicators on his Bender record, while another child with marked difficulties in visual-motor perception may be free from emotional indicators on his Bender test protocol.

The thirteen emotional indicators on the Bender-Gestalt Test are described in the scoring manual by Koppitz and are as follows (Koppitz, 1971):

I Confused order

II Wavy Line (figures 1 and 2)

III Dashes for circles (figure 2)

IV Progressive increase in size (figure 1,2, and 3)

V Large size of drawings

VI Small size of drawings

VII Fine line

VIII Overwork, reinforced lines

IX Second attempt

X Expansion

XI Constriction

XII Box around design

XIII Spontaneous elaborations or additions to design

The presence of three or more emotional indicators on a Bender-Gestalt Test protocol tends to reflect emotional difficulties that warrant further investigation. It is not possible to make a differential diagnosis between neurotic, psychotic, and brain damage on the basis of emotional indicators.

Assessment of personality through the use of drawings of the human figure has long been a part of the diagnostic procedures of the psychologist. Because of the ease of administration of this technique and lack of need for special equipment, drawings are often routinely requested of school age children.

We must constantly be aware that all techniques have their limitations and are only as good as the skill of the psychologist.

Koppitz lists thirty emotional indicators (Koppitz (Koppitz, 1971): poor integration, shading face, shading body or limbs, shading neck, gross asymmetry of limbs, slanting figures,transparencies,tiny figure (less than two inches), figure larger than nine inches, tiny head, crossed eyes,teeth, short arms, long arms, arms clinging to body, big hands, hands cut off, legs pressed together, genitals, monster (grotesque figure), three figures, clouds or rain, no eyes, no nose, no mouth, no body, no arms, no legs, no feet, no neck.

She found in a study of one-hundred-fifty-two school children ages five through twelve that the thirty items listed here are valid emotional indicators on human figure drawings. She also concludes that some items are seen to occur quite rarely and therefore when present indicate considerable clinical significance(grotesque figure, omission of mouth, body arms). Absence of emotional indicators would tend to mean that the child does not have serious emotional problems. The presence of one emotional indicator is not necessarily a sign of pathology. Two or more indicators are quite suggestive of emotional problems.

A written report is needed in order to keep records of what testing has taken place and what suggestions and recommendations were made so that a follow-up can be made. Test selection is important since it will give the most information for the least amount of time. A complete psychological examination should include a test or tests of intelligence, achievement, communication, perception, and personality and social adjustment.

Listed below are the various tests and their purpose:

Tests of general intelligence

Wechsler Adult Intelligence Test (WAIS)

Wechsler Intelligence Scale for Children (WISC)

Wechsler Pre-School Intelligence Test (WPPSI)

Stanford Binet

Slosson (for emergency testing when time is a factor only)

Whenever very young children are to be given a test of general intelligence, the following tests are given

Cattell Infant Intelligence Scale

Bayley Scales of Infant Development

Columbia Mental Maturity Svale

Merrill-Palmer Pre- School Performance Test

Performance tests

Arthur Point Scale of Performance

Leither International Performance Scale

Raven Progressive Matrices

Porteus Maze Test

Goodenough- Harris Drawing Test

Intelligence tests for specific handicaps

Haptic Intelligence Scale for the Blind

Interin Hays-Binet (blind)

Hiskey-Nebraska Test of Learning Aptitude (deaf)

Columbia Mental Maturity Scale (physically handicapped)

Special Ability Tests

Language

Peabody Picture Vocabulary Test

Illinois Test of Psycholinguistic Ability

Wepman Auditory Discrimination Test

Detroit Tests of Learning Aptitude

Vallett Developmental Survey of Basic Learning Abilities

Hawthorne Concept Symbolization Test

Boehm Test of Basic Concepts

Visual-motor

Bender Visual Motor Gestalt Test

Benton Revised Retention Test

Graham-Kendall Memory for Designs

Rutgers Drawing Test

Frostig Developmental Test of Visual Perception

Harris Tests of Lateral Dominance

Haworth Primary Visual Motor Test

Lincoln-Oseretsky Motor Development Scale

Developmental Test of Visual Motor Integration (Berry-Buktenica)

Brennor Developmental Gestalt Test

Minnesota Percepto-Diagnostic Test

Personality

Objective

Minnesota Multiphasic Personality Inventory

Sixteen Picture Frustration Test

Tennessee Self-Concept Test

Piers-Harris

Projective

Figure Drawings

House-Tree-Person

Story telling techniques

Thematic Apperception Test

Childrens Apperception Test

Michigan Pictures

Make a Picture Story

Symonds Picture Story Test

Rorschach

Word Association

Sentence Completion

Family Relations

Lynn Structured Doll Play Test

Blacky

Social Maturity Scales

Vineland Social Maturity Scale

Cain-Levine Social Competency Scales

Maxfield-Buchholtz Scale of Social Maturity

Achievement

Wide Range Achievement Test

Informal Reading Inventory

Durrell Analysis of Reading Difficulties

Gates Reading Diagnostic Tests

Gray Standardized Oral Reading Test

Gilmore Oral Reading Test

Appendix E

Definitions.

Definitions (Harriman)

1. **Abnormal:** deviating from the norm. The term is used in three senses: (a) with the implication that the normal is the desirable condition; (b) meaning that an all-or-nothing principle operated, and that normal and abnormal are dichotomous terms (pathological); and (c) the average (statistical). When the word is used to refer to the average, normal includes the group within the first standard deviation; and those at either end are considered to be abnormal. In mental hygiene there is a growing tendency to separate the facts of pathology from those of the normal.
2. **Abstract Intelligence:** ability to use symbols and concepts in dealing with unfamiliar problems and difficulties. Verbal and mathematical symbols and abstract concepts are used in measurement of this type of intelligence.
3. **Abstract Learning:** that which does not involve concrete objects but which occurs in situations comprised of symbols and abstract concepts.
4. **Achievement:** status in a given skill or body of knowledge. Objective tests are employed to measure achievement.
5. **Affect:** a broad term describing emotion, feeling, mood, and temperamental characteristics.
6. **Anxiety:** according to Freud's later theories, the basic cause for repression. It may be free floating or diffuse, or it may be related to specific objects or situations (phobias).
7. **Apathy:** morbid indifference; a condition in which zest for life is lost.

8. Aspiration, Levels of: the reciprocal relationship between the goals which an individual sets for himself and his experiences with successes and failures. Successes tend to maintain or heighten the level of aspiration; failures, to lower it.
9. Attention Span: the number of objects which can be attended to in a brief interval of time.
10. Attitude: a mental set to respond to a situation with a prepared reaction. Whereas sets may be temporary matters, attitudes are more or less stable. Attitudes denote bias, preconceptions, convictions, feelings, emotions, hopes, and fears.
11. Behavior: anything whatever that is done by a living organism. It also includes mental activities.
12. Alfred Binet: developed the prototype of all intelligence tests.
13. Circle Test of Honesty: technique that was devised by Voelker in order to test honesty.
14. Class: a stratification in group life which sets high, but not impossible barriers for upward or downward mobility.
15. Compensation: a means of achieving a measure of satisfaction when the primary motive is blocked. He may either redouble efforts to surmount the barrier (direct) or seek to discover goals which may be achievement which will thereby lessen the feeling of inferiority.
16. Constancy of the I.Q.: the tendency of the I.Q. to remain unchanged between successive tests of the same individual over a period of years.

17. **Dependency:** a lack of self reliance, and a tendency to seek the aid of other persons in important decisions.
18. **Deviation of Behavior:** behavior that is markedly different from the average. Usually thought of as negative or poor behavior pattern.
19. **Draw-A-Man Test:** test developed by Florence Goodenough. It is a non-language measure of intelligence of children. The subject being rated on keeness of observation as revealed by their drawing of a man.
20. **Emotion:** referring to a wide pattern of sensations within the body. A stirred-up condition during periods of difficulty in making adjustments.
21. **Eye-Hand Dominance:** refers to which hand and which eye is preferred and more often used.
22. **Family Constellation:** those who constitute the family in question. Siblings and the order of one's birth is considered the family constellation.
23. **Group Home:** formerly called an orphanage. Children are placed there until they are eighteen years of age, some have one or both parents, and some are placed voluntarily while others are placed by the courts.
24. **Hyperkinesis:** intense, restless activity, hyperactive.
25. **Immaturity:** behavior which is inappropriate for the individual's level of chronological development.
26. **Impulsiveness:** acting suddenly and without foresight or prudence.
27. **Incidental Learning:** that which is acquired as by-product of the learning process.

28. Intelligent Quotient: I.Q., Stern's technique of dividing the mental age by the chronological age in order to have a convenient expression for the ratio of intelligence to actual age.

29. Intelligence Test: a series of items designed to measure the higher intellectual capacities of a person.

30. Learning: modification of behavior as a result of experience. The theories most often quoted are association, trial and error, conditioning, and insight.

31. Memory Span: the amount that can be reproduced accurately after one impression.

32. Mental Age: ability to acquire knowledge as readily as can other persons of the same chronological age.

33. Norms: a standard of reference in making judgments.

34. Normal Distribution Curve: the bell-shaped curve along which scores on a random sampling are distributed.

35. Performance Test: a non-verbal measure of intelligence, such as blocks, picture sequencing, or puzzles.

36. Perseveration: the tendency of a mental activity to continue after the removal of the stimulus.

37. Personality: the sum of all traits which differentiate one individual from another, or the total behavior pattern of an individual.

38. Pleasure Principle: physiological and mental tensions lead to immediate gratification unless they are controlled by the ego. Tensions serve as an inner stimulus to give impetus to behavior which will bring maximum pleasure and serve to min-

imize the suffering which arises from unresolved tensions.

39. Projection: the process of attributing to others the drives and complexes which belongs to oneself.

40. Projective Test: a test requiring the projection of a subject's definitive ideas with non definitive material.

41. Psychosis: any serious mental disorder which usually requires hospitalization and the patient is usually not considered responsible for his behavior.

42. Psychotherapy: the treatment of mental disorders by use of talk techniques, This includes persuasion, suggestion, counseling, and psychoanalysis.

43. Rapport: an attitude of confidence and trust on the part of a client towards the counselor or therapist.

44. Raw Score: a score which has not been subjected to statistical treatment.

45. Regression: the organism returns to an earlier stage of development after being unable to cope with the problem it is now facing. It can be temporary such as thumb sucking when a child goes to bed, or permanent such as withdrawal and lack of response.

46. Reliability: the consistency or accuracy with which a given test measures a function or the dependency of the sampling which has been chosen to represent the totality from which it has been drawn.

47. Socially and Emotionally Disturbed Classes: these classes are commonly called E.D. or S.E.D. classes.

48. Test Battery: a group of tests designed to appraise various abilities.

49. Traumatic Experience: one which has more or less permanent and devastating effect upon an individual's self-confidence or self-esteem.

Appendix F

Critique of Test Battery.

Critique of Tests That are Used in the Evaluation of Emotionally Disturbed Children (Buros, 1975) (See figures 3 and 4).

A. Wechsler Intelligence Test

A critique of the Wechsler Tests by David Freides appeared in the 7th. Mental Measurement Yearbook by Buros. He stated that our methods of evaluating are quite primative. We are comparing people but not measuring inate qualities or specific skills. Separate verbal and performance scales and individual subtests make it easy to compare subtest pattern in formulating treatment plans. It is the best thing that we have at the present time. There is a need for constant revision of tests. The major weakness of the Wechsler Test is in the area of testing memory. The arithmetic in the test has little correlation with intelligence. R.T. Osborne highly recommends the Wechsler as a well standardized stable instrument. The various subtests evaluate specific mental traits. They are as follows:

Verbal Subtests

Name of Subtest Interpretation

1. Information- Range of interest, environmental opportunities, and motivation for learning.
2. Comprehension- Social intelligence, ability to verbalize, and common sense.
3. Arithmetic- Mental alertness, arithmetic reasoning ability, attention, and emotional reactions.
4. Similarities- Level of thinking, ability to form concepts, general intelligence.
5. Vocabulary- Range of ideas, reflection of educational and cultural opportunities, general intelligence.

6. Digit Span- Ability to give attention, short-span memory, concentration.

Performance Subtests

1. Picture Completion- Basic perceptual and conceptual ability, ability to differentiate essential and non-essential details in pictures of familiar objects.
2. Picture Arrangement-Ability to give attention, short span memory concentration.
3. Block Design- Attitude and emotional reaction, ability to perceive and analyze forms, general intelligence.
4. Object Assembly- Thinking and working habits, visual perceptual relationships, relationships of parts to whole, spatial relationships.
5. Coding- Visual motor integration, visual imagery, psycho-motor skill.

B. Gates-Reading Survey, was designed for children in grades three to ten. The latest revision was in 1958. It measures speed and accuracy, vocabulary level, and comprehension. It was developed by Arthur Gates and published by Columbia University. It is used to measure the skill of following precise directions. (See figure 6).

C. The Durrell Analysis of Reading Difficulty can be used for grades one to six. The latest revision of the test was in 1955. James Maxwell is quoted in the 7th. Mental Measurement Yearbook by Buros as saying that this test follows the same pattern of most diagnostic tests. It measures oral and silent reading. It also has a check list. The noms are based on speed only. There are no norms for level of comprehension, even though comprehension is tested. Visual recognition of words and auditory recognition of letters is tested, but there is no test of the child's methods of word attack. (See figure 7).

D. The Stanford-Binet's latest revision was in 1960. This has become the yardstick by which all other intelligence tests including the Wechsler have been measured for validity. The major changes in the revised forms are concerned with antiquated words. (See figure 14).

E. The Wide Range Achievement Test (WRAT) was reviewed by Robert Thorndike who gives it strong criticism by saying that there aren't enough examples at each level to measure whether or not the child has acquired the skill that's being measured. This is particularly true of a young child and is therefore best used for research where large numbers are compared rather than for diagnostic purposes. (See figure 9).

Appendix G

Chi Square Table and Proof.

X^2 (Chi Square) Proof That the Statistical Results of the Study Could Not Occur by Pure Chance.

$$E_{11} = \frac{(125)(151)}{259} = 72.88$$

$$E_{12} = \frac{(125)(108)}{259} = 52.12$$

$$E_{21} = \frac{(134)(151)}{259} = 78.12$$

$$E_{22} = \frac{(134)(108)}{259} = 55.88$$

	Honest	Dishonest	
Expected E.D.	72.88 48	52.12 77	125
Normal	78.12 103	55.88 31	134
	151	108	259

$$X^2 = \sum_{i=1}^{2} \sum_{j=1}^{2} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

$$\frac{(48-72.88)^2}{72.88} + \frac{(77-52.12)^2}{52.12} + \frac{(103-78.12)^2}{78.12} + \frac{(31-55.88)^2}{55.88} =$$

8.49+ 11.88+ 7.92+ 11.08= 39.37 Significant beyond .01 level.
df=1 (degrees of freedom)

The number of children who were in the experimental group who were dishonest (5 or 6 circles) was 77, or 62%.

The number of children who were in the experimental group who were honest (0 to 4 circles) was 48, or 38%.

The number of children who were in the control group who were dishonest (5 or 6 circles) was 31, or 23%.

The number of children who were in the control group who were honest (0 to 4 circles) was 103, or 77%.

Table of X^2 is found on page 342, line one of Statistical Analysis by Allen Edwards, 1956. Conclusions are that the probability of this happening by chance is less than .01, making it significant. (See table II).

TABLE II.—TABLE OF χ^2*

Degrees of Freedom n	$P = .99$	.98	.95	.90	.80	.70	.50	.30	.20	.10	.05	.02	.01
1	.000157	.000628	.00393	.0158	.0642	.148	.455	1.074	1.642	2.706	3.841	5.412	6.635
2	.0201	.0404	.103	.211	.446	.713	1.386	2.408	3.219	4.605	5.991	7.824	9.210
3	.115	.185	.352	.584	1.005	1.424	2.366	3.665	4.642	6.251	7.815	9.837	11.341
4	.297	.429	.711	1.064	1.649	2.195	3.357	4.878	5.989	7.779	9.488	11.668	13.277
5	.554	.752	1.145	1.610	2.343	3.000	4.351	6.064	7.289	9.236	11.070	13.388	15.086
6	.872	1.134	1.635	2.204	3.070	3.828	5.348	7.231	8.558	10.645	12.592	15.033	16.812
7	1.239	1.564	2.167	2.833	3.822	4.671	6.346	8.383	9.803	12.017	14.067	16.622	18.475
8	1.646	2.032	2.733	3.490	4.594	5.527	7.344	9.524	11.030	13.362	15.507	18.168	20.090
9	2.088	2.532	3.325	4.168	5.380	6.393	8.343	10.656	12.242	14.684	16.919	19.679	21.666
10	2.558	3.059	3.940	4.865	6.179	7.267	9.342	11.781	13.442	15.987	18.307	21.161	23.209
11	3.053	3.609	4.575	5.578	6.989	8.148	10.341	12.899	14.631	17.275	19.675	22.618	24.725
12	3.571	4.178	5.226	6.304	7.807	9.034	11.340	14.011	15.812	18.549	21.026	24.054	26.217
13	4.107	4.765	5.892	7.042	8.634	9.926	12.340	15.119	16.985	19.812	22.362	25.472	27.688
14	4.660	5.368	6.571	7.790	9.467	10.821	13.339	16.222	18.151	21.064	23.685	26.873	29.141
15	5.229	5.985	7.261	8.547	10.307	11.721	14.339	17.322	19.311	22.307	24.996	28.259	30.578
16	5.812	6.614	7.962	9.312	11.152	12.624	15.338	18.418	20.465	23.542	26.296	29.633	32.000
17	6.408	7.255	8.672	10.085	12.002	13.531	16.338	19.511	21.615	24.769	27.587	30.995	33.409
18	7.015	7.906	9.390	10.865	12.857	14.440	17.338	20.601	22.760	25.989	28.869	32.346	34.805
19	7.633	8.567	10.117	11.651	13.716	15.352	18.338	21.689	23.900	27.204	30.144	33.687	36.191
20	8.260	9.237	10.851	12.443	14.578	16.266	19.337	22.775	25.038	28.412	31.410	35.020	37.566
21	8.897	9.915	11.591	13.240	15.445	17.182	20.337	23.858	26.171	29.615	32.671	36.343	38.932
22	9.542	10.600	12.338	14.041	16.314	18.101	21.337	24.939	27.301	30.813	33.924	37.659	40.289
23	10.196	11.293	13.091	14.848	17.187	19.021	22.337	26.018	28.429	32.007	35.172	38.968	41.638
24	10.856	11.992	13.848	15.659	18.062	19.943	23.337	27.096	29.553	33.196	36.415	40.270	42.980
25	11.524	12.697	14.611	16.473	18.940	20.867	24.337	28.172	30.675	34.382	37.652	41.566	44.314
26	12.198	13.409	15.379	17.292	19.820	21.792	25.336	29.246	31.795	35.563	38.885	42.856	45.642
27	12.879	14.125	16.151	18.114	20.703	22.719	26.336	30.319	32.912	36.741	40.113	44.140	46.963
28	13.565	14.847	16.928	18.939	21.588	23.647	27.336	31.391	34.027	37.916	41.337	45.419	48.278
29	14.256	15.574	17.708	19.768	22.475	24.577	28.336	32.461	35.139	39.087	42.557	46.693	49.588
30	14.953	16.306	18.493	20.599	23.364	25.508	29.336	33.530	36.250	40.256	43.773	47.962	50.892

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* Table II is reprinted from Table III of Fisher: *Statistical Methods for Research Workers.* Oliver & Boyd, Ltd., Edinburgh, by permission of the Author and Publishers. For larger values of n, the expression $\sqrt{2\chi^2} - \sqrt{2n-1}$ may be used as a normal deviate with unit standard error.

Resume

Marvin Edward Feigenberg

Home Address

100 Red Rambler Drive
Lafayette Hill, Pa. 19444

Office Address

Special Education District Six
Merrick Rd. and Creswell -Phila. 19129

Personal Data

Date of Birth: July 2, 1932

Place of Birth: Philadelphia, Pa.

Marital Status: Married

Children: Andrew age 17, Sheryl age 15, Steven age 10.

Professional Organizations

Pennsylvania Psychological Association

National Register in Psychology

Professional Committee of School Psychologists- President

Educational Background

1977-1979	University of Sarasota	Degree: Ed.D. August 1979.
1954-1957	Temple University Clinical Psychology	Degree: Ed.M (1957) Certification as school Psychologist and Elementary School Principal
1954-1956	Psychological Intern	Certification as School Psychologist
1950-1954	Temple University Elementary Education	Degree: B.S. in Education (1954)
1947- 1950	West Phila. High School	Diploma (1950)

Professional Experience	**Full Time**
1958- Present	Philadelphia Public Schools Psychologist Specializing in Identification and Treatment of Emotionally Disturbed Children.
1954-1958	Teacher in Elementary Grades For Philadelphia Public Schools.

Professional Experience	Part Time
1949-1972	Beth David Religious School Hebrew Language Teacher
1968-1975	Pennsylvania State University Instructor in General Psychology, Mental Health, and Advanced Educational Psychology
1972- Present	Staff Psychologist Salvation Army's Children's Group Home
1972-1977	Northern Home For Children Consulting Psychologist
1972- Present	State of Pennsylvania's Bureau of Vocational Rehabilitation's Disability Determination Division Diagnostic Psychologist

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Honorariams and Awards

1970	Runner up as Man of the Year Philadelphia Junior Chamber of Commerce
1953-1954	President Kappa Phi Kappa National Educational Honorary Fraternity.

Community Service

1973-1974	Member of Board of Directors Or Ami Synogogue.
1971-1973	Member of Advisory Board Florence Crittendon Home For Unwed Mothers.
1976-1977	Coach Little League.
1978-1979	Treasurer, University of Sarasota Students' Association